

DISTRICT OF COLUMBIA

**Report of the
Board of Education**

1926-27



REPORT
OF THE
BOARD OF EDUCATION

OF THE
DISTRICT OF COLUMBIA

1926-27



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON

1927



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LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

The accompanying report, prepared by the superintendent of schools at our direction, is for the information of Congress, national officers concerned with public education in the District of Columbia, the Board of Commissioners, and the citizens of Washington.

As the report discloses, much has been accomplished in providing new facilities, remedying old conditions, and raising the standard of achievement.

The major credit is due to the conspicuously able service of Doctor Ballou, loyally supported by a capable staff.

It is most gratifying to be able to call attention to the spirit of harmony and cooperation prevailing throughout the school system and to acknowledge the fine cooperation of the District Commissioners and the bureaus and officers under their jurisdiction. The board of education has been much encouraged by the fairness and good will of the local press and greatly heartened by the many evidences of the appreciation of the more responsible element of our citizens whom they have the honor to serve.

CHARLES F. CARUSI,
President Board of Education of the District of Columbia.

SCHOOL CALENDAR

- 1927—Schools open (beginning of the first half year) : Monday, September 19.
 Thanksgiving holiday : Thursday and Friday, November 24 and 25.
 Christmas holiday : Friday, December 23, 1927, to Monday, January 2, 1928, both inclusive.
- 1928—End of first half year : Tuesday, January 31.
 Beginning of second half year : Wednesday, February 1.
 Washington's Birthday : Wednesday, February 22.
 Easter holiday : Friday, April 6, to Friday, April 13, both inclusive.
 Memorial Day : Wednesday, May 30.
 Schools close (end of second half year) : Wednesday, June 20.
 Schools open : September 17.

DIRECTORY OF BOARD OF EDUCATION

1926-27

OFFICERS OF THE BOARD

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 Mr. CHARLES F. CARUSI, *Vice President*
 HARRY O. HINE, *Secretary*
 FRANK W. BALLOU, *Superintendent of Schools*

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Dr. J. Hayden Johnson	1842 Vermont Avenue NW.

1927-28

TERM EXPIRES JUNE 30, 1928

Dr. H. Barrett Learned	Mrs. Howard L. Hodgkins
Dr. J. Hayden Johnson	

TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi	Mrs. William C. McNeill
Mr. Henry Gilligan	

TERM EXPIRES JUNE 30, 1930

Mrs. William H. Herron	Mr. Isaac Gans
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OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*
 Mrs. WILLIAM H. HERRON, *Vice President*
 HARRY O. HINE, *Secretary*
 FRANK W. BALLOU, *Superintendent of Schools*

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

¹ Mr. Graham resigned February 17, 1927. Mr. Carusi was elected president and Mrs. Herron vice president March 2, 1927. Mr. Isaac Gans on February 18 succeeded Mr. Graham.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1926-27, ending June 30, 1927.

The form of the annual report is similar to the annual reports heretofore presented.

Section I, entitled "The school year 1926-27," contains a description of some of the more important matters which have received the attention of the Board of Education and the superintendent of schools during the year covered by this report.

Section II, entitled "Changes among school officials," is a record of the passing from among us of a number of faithful and honored associates, retirement on an annuity of others, resignation of others, and appointments and promotions to fill vacancies, to fill new positions due to reorganization, and to fill newly created positions established as a result of a growing school system.

Section III is a record of the steps taken leading to the reorganization of the normal schools, effective July 1, 1927. This subject is considered to be the most outstanding development during the school year 1926-27.

Section IV, entitled "Determining who are superior teachers," is a description of the plan established during the past school year for determining what teachers are entitled to the salaries provided for superior teachers.

Section V, on "The assignment of certain junior high-school teachers to salary class 2, Group C," contains the several opinions of the Comptroller General, instructions from the auditor, and the final action of the superintendent of schools and the Board of Education in the matter of the assignment of certain junior high-school teachers who appealed to the Comptroller General for placement in salary class 2, Group C.

Section VI is entitled "What school officials are saying and doing." Each year the officers make reports to the superintendent of schools. It is impossible to include all such reports in the superintendent's report to the Board of Education. Heretofore the superintendent has selected a limited number of such reports to be printed as a part of his report. This year the superintendent has selected a quotation from the annual report of most of his officers. The superintendent believes that these quotations contain very significant observances by officers on what is actually being done in the schools and what changes officers contemplate for the improvement of the service.

Section VII is entitled "Status of land and building items carried in the five-year school building program." In this section will be found information as to what items have been appropriated for up to June 30, 1928, and what items yet remain to be appropriated for.

Section VIII is entitled "Progress in providing pupil accommodations," and contains a record of the additional pupil accommodations which have been provided.

To-day Washington has a Board of Education and a united staff of officers and teachers devoting themselves wholeheartedly to the development of a system of progressive education, a helpful press, an interested and helpful public opinion on the schools, a sympathetic Board of Commissioners, and a fine working arrangement with the Bureau of the Budget and with Congress. The progress made in the public schools during the past seven years should be a source of gratification to everyone interested in public education in Washington.

Despite the splendid record of accomplishment during the past seven years many improvements yet remain to be made. No one is more aware of this fact than the Board of Education and the school officials. The extent to which the ideals set up seven years ago for the public schools of Washington shall be fully realized in the future depends upon the progressive efficiency of the school organization and the sympathetic understanding of school needs by the people of Washington. The superintendent and those associated with him have dedicated themselves to the accomplishment of those high ideals.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

SECTION I. THE SCHOOL YEAR 1926-27

In this section of the annual report the superintendent presents a brief account of some of the developments in the educational system during the school year 1926-27. As far as practicable, the accounts are arranged chronologically as the developments took place. The account covers matters acted on either by the Board of Education or by the superintendent of schools as the executive officer of the board.

1. OPENING NEW SCHOOLHOUSE ACCOMMODATIONS

The school year 1926-27 saw an unusually large number of additional school facilities opened. The school system has begun to feel the effects of the inauguration of the five-year school-building program. The first buildings to become available from the appropriations made under the provisions of the five-year program were opened in September, 1926.

The complete list of buildings and additions to buildings which became available during the school year 1926-27 follows:

Elementary-school buildings

School	Division	Number of class-rooms	Description	Occupied
Oyster.....	I	18	New building.....	Sept. 20, 1926
Barnard.....	III	8	do.....	Do.
Truesdell.....	III	8	Addition.....	Do.
Whittier.....	III	8	New building.....	Do.
Brightwood.....	III	116	do.....	Do.
Bell.....	XIII	18	Addition.....	Do.
Total.....		56		

¹ Includes a combination assembly hall-gymnasium.

Junior high schools

School	Division	High school pupils	Elementary class-rooms	Description	Occupied
Randall.....	XIII	75	3	Addition.....	Feb. 7, 1927
Francis.....	X	225	12	New building.....	Feb. 28, 1927
Macfarland.....	III	100	6	Addition.....	Mar. 29, 1927
Stuart.....	VI	225	12	New building.....	May 24, 1927
Hine.....	VII	70	7	Addition.....	Sep.—, 1927 ¹
Total.....		695	40		

¹ The addition was completed May 4, 1927, too late to equip it for use before the close of the school year.

The above tabulations show that during the year 1926-27 accommodations for 695 high-school pupils and 96 classrooms for elementary-school pupils were opened.

2. INSPECTION OF BUILDINGS BY PRINCIPALS

Annually much attention is being given by school officials to the matter of proper preparation for the opening of schools in September. The janitorial staff cleans the buildings; the engineers and assistant engineers in cooperation with the District repair shop overhaul the heating plants; principals requisition

and distribute the necessary educational supplies; the District repair shop undertakes to expend a generous portion of the repair fund for the general improvement of the school buildings; the interior and exterior of some buildings are painted; heating plants are replaced; new floors are laid in certain classrooms; and many blackboards are repainted.

In order that there might be accurate information available as to the condition of buildings on the opening of school on September 17, 1926, the superintendent issued the following circular under date of September 13, 1926:

To the principals of buildings:

It is the desire and expectation of all concerned that the school buildings, supplies, equipment, and teaching service shall be ready for use on the opening day of school, September 20.

Please inspect personally your building on Thursday, September 16, and report to this office through the proper channels as defined by the rules of the Board of Education, covering in your report the following topics:

1. *The general cleanly and sanitary condition of the building.*—Your inspection should note whether the windows have been washed, blackboards washed, walls cleaned, floors scrubbed, and all other matters of like kind which relate to the general condition of the building.

2. *School furniture.*—Covering the transfer of furniture as requested, the cleaning, painting or oiling of the same, the replacement of broken seats and desks and any other similar conditions relating to the seating of pupils.

3. *Janitor supplies.*—Whether the supply of janitor materials is sufficient for immediate needs.

4. *Coal and wood.*—Whether there is a sufficient supply of coal and wood so that fires may be started when they become necessary.

5. *Educational supplies.*—Whether books have been delivered and the stock of paper, pens, ink, drawing supplies, kindergarten supplies, maps, and all other materials used in instruction have been received by your building and are ready for use.

6. *Classroom equipment.*—Whether each teacher has made the necessary preparation before the opening of school so that classroom work might begin Monday, September 20, the opening day of school for pupils, including the distribution of teaching supplies and other teaching necessities.

Very sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

Following the receipt of reports from building principals, the superintendent presented a written report covering each one of the six items reported on by principals. Each report consisted of an exact quotation from the principal's report. These reports were submitted to the board of education on the dates indicated below:

Item No. 1. General cleanly and sanitary conditions, October 20, 1926.

Item No. 2. School furniture, November 3, 1926.

Item No. 3. Janitor supplies, November 17, 1926.

Item No. 4. Coal and wood, December 1, 1926.

Item No. 5. Educational supplies, December 15, 1926.

Item No. 6. Classroom equipment, January 5, 1927.

The reports of principals clearly indicated that while in general conditions were good, the distribution of educational supplies to buildings was not as effective as it should be.

In explanation of the situation and with a view of improving conditions in subsequent years, the superintendent prepared and submitted to the Board of Education the following memorandum on the delivery of educational supplies as a part of his report on item No. 5.

MEMORANDUM OF THE SUPERINTENDENT ON SECTION 5—DELIVERY OF EDUCATIONAL SUPPLIES

Being a part of the report on conditions of the schools at the opening of school

The school officials have long felt the desirability and the need of making better preparation for the opening of the public schools each year in September. Conscientious and systematic efforts have been directed toward this end for several years. Some of these efforts will be noted.

1. Many appointments of teachers are now made at the meeting of the Board of Education in July rather than at board meetings in September as heretofore. This practice has been gradually built up during the past several years and serves two important purposes.

(a) It makes it possible to secure the services of competent people who stand at the head of our examined list of candidates for high-school positions whose services, in many cases, would not be available in September, since by that time they would have entered into contract elsewhere.

(b) It has resulted in giving each principal of the school definite information as to the personnel in his building earlier than heretofore, and he can complete his organization earlier.

2. The designation of Friday as the opening day of the school year for teachers is another indication of the general program of making it possible to start systematic school work on Monday, which is the opening day for children. Last September teachers' meetings were uniformly held on Friday instead of Saturday as heretofore. This made it possible for principals and supervisory officers to give the necessary instructions for the opening of schools on Monday, and gave teachers Saturday in which to comply with those instructions and to make the other preparations which teachers ordinarily make for beginning their work on Monday.

3. Many other administrative matters formerly left for consideration in September are now disposed of by school officials before they leave for their summer vacation, such as transfers of teachers, transfers of pupils, and readjustment of furniture.

4. It is also significant that the superintendent of schools for the first time in his administration, and as far as he has been able to ascertain for the first time in the administration of the schools of Washington, requested a detailed, comprehensive report of each building principal indicating the general conditions in the public-school buildings on September 17, immediately preceding the opening day of school on September 20, 1926.

The significance of this report is that the officials have been making systematic efforts to make better preparation for the opening of schools in September; that they undertook to secure specific and authentic information on those conditions as a basis of undertaking to improve them, and that steps have already been initiated to secure better results next year.

The information thus secured from principals has been very frankly and completely furnished to the Board of Education in a series of five reports covering five topics, in the order in which they appear in the superintendent's circular. Item 6, relating to the matter of teachers' preparation for their work, still remains to be reported on.

Comparison of the conditions reported by principals as to the delivery of supplies at the opening of this school year with the ideal condition which we are striving to establish clearly leaves much to be desired. In reading the report it should be kept in mind, however, that the reports of the principals have to do with the *delivery of supplies* during the summer. The principals were not asked to report on whether the *stock of educational supplies on hand* in the respective schools was sufficient for immediate use, although some principals did so report.

CONDITIONS BETTER THAN BEFORE

Despite the evidence in the reports of principals that delivery of educational supplies had not been made by the opening of the schools on September 20, the superintendent is of the opinion, and that opinion is shared by his associates, that better preparation had been made in every way for the opening of the schools on September 20, 1926, than had ever been made before. Evidence of the basis of this opinion will be of interest.

1. Notwithstanding the difficulties met in moving the public-school storehouse and by failure of contractors to deliver materials within the specifications of their contracts, the delivery of textbooks and supplies this year has been accomplished with more expedition than heretofore. The records show that the issue of supplies for the first term of the school year 1924-25 was not completed until December 23, 1924; that the issue of these supplies for the school year 1925-26 was not completed until November 30, 1925, and that the issue of supplies for the year 1926-27 was completed on November 15, 1926.

2. This year, as usual, requests were received from principals of buildings for the delivery of books and supplies prior to the opening day of school. A principal who made such a request agreed to be present at the building at a

time to be designated during the month of August or September. All such requests were honored, except a few which were made during the week beginning September 13, when the schedule of deliveries already established made it impossible to comply with the request during that week.

3. Further evidence of the efforts of the administrative and supervisory officers to meet the needs of the situation will be found in the fact that when issues for the first term of the last school year were begun the usual priority of delivery was given to supplies rather than to textbooks. Upon the urgent representation of supervisory officers in the field, the delivery of these supplies was discontinued and textbooks were given priority. Arrangements were made this year for the priority delivery of books, but upon the representation of the supervisory officers in the field the program of last year was reversed, the delivery of books was discontinued, and priority was given for the delivery of supplies.

4. Since the public school storehouse was to be transferred from rented property at 136 K Street NE. to the John F. Cook School in July, the paper on hand was transferred from the old storehouse directly to buildings with administrative principals in May and June of last school year. These deliveries included large quantities of pencil pads, practice paper, composition paper, examination paper, tag board, ink, chalk, pencils, penholders, and pens. Under the procedure heretofore prevailing these supplies would not have been delivered until immediately preceding or following the opening of schools in September.

It is the opinion of the school officers that on the opening of schools there was a sufficient supply of the aforementioned material in the school system to equip satisfactorily all pupils. It appears to the superintendent that the program of distribution of such stock failed of full realization, because supervising principals and principals of administrative buildings to which these supplies were delivered were not fully informed, as they should have been, that this stock of paper was being distributed to certain buildings and would, therefore, be available for distribution to smaller buildings in the vicinity if such buildings were in need of such stocks before the regular delivery would be made.

PLANS FOR THE FUTURE

Whatever one's views may be about the principals' reports as to the delivery of supplies at the opening of school, it is obvious that that record has been established and can not now be changed. Our primary concern, as it seems to the superintendent, should be to improve in the future those conditions which have been found to be unsatisfactory in the past.

The general conditions attendant upon the opening of schools in September have been known, of course, to the school officers since that time. Systematic efforts were initiated at once to improve the conditions at the beginning of the next school year.

1. At a conference of the superintendent and his associates on October 2, 1926, the superintendent went thoroughly into the matter of the individual and collective responsibility of the superintendent and his associates for the conditions as they existed in September, 1926, and the individual and collective responsibility of the same officers for improving those conditions in 1927.

2. In a brief conference with the administrative principals in Divisions I to IX held November 18, 1926, the superintendent discussed the delivery of supplies and the printing of forms for the elementary schools. At that time the superintendent took occasion to point out that the administrative principals would be expected to assist in the receiving and accounting for the supplies, if said supplies are to be delivered during the months of July and August.

3. The board of apportionment, which is created by the rules of the board for the apportionment of lump-sum appropriations, has for some weeks been working on a program looking toward the establishment of building quotas and the inauguration of a procedure which will result in a delivery of supplies at our schools by the opening of school, sufficient in quantity for a period of nine weeks, or approximately one-fourth of the school year.

4. Another and equally important aspect of the plan of the board of apportionment contemplates the following procedure in the purchase of supplies.

- (a) Advertising for bids in January.
- (b) Awarding of the contracts in February.
- (c) Securing requisitions from the school system by April or May.
- (d) Purchase of supplies July 1.
- (e) Deliveries to buildings during August.

If this procedure is inaugurated, it will necessitate making arrangements to have in the several divisions of the school system responsible officers, namely, administrative principals, supervising principals, and principals of junior and senior high schools and normal schools available at their respective buildings to give a proper receipt for such supplies when they are delivered. The business office contemplates the establishment of a definite schedule for the delivering of supplies during the month of August, so that the date of delivery may be known well in advance.

It is the belief of the superintendent that a plan may be worked out whereby one responsible officer may take charge of the receiving of supplies in several school buildings in his neighborhood, thereby relieving the other administrative and supervisory officers of the necessity for being present during the vacation period to discharge that function. It is the further belief that this responsibility may be rotated among the officers in each division of the school system, in such a manner that no one officer would be called upon to serve very frequently in that capacity.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

The Board of Education at its meeting on December 15, 1926, approved the general plan outlined above for the future purchase and distribution of educational supplies.

Accordingly the assistant superintendent in charge of business affairs organized and the superintendent approved and distributed superintendent's Circular No. 68, dated May 9, 1927, giving the following schedule for distribution of supplies to buildings during July and August, 1927:

To all school officers:

At a meeting of the school officers the superintendent presented for general consideration a tentative plan of making the first delivery of supplies during the summer vacation so that there would be available in each school building on the opening day of school the books and supplies requisite to the beginning of the educational work. Since this meeting the administrative officers have prepared a schedule of tentative dates of delivery which has been submitted to the supervising principals of the respective divisions. With the exception of only two buildings has there been any suggestion as to a change in the tentative dates of delivery. The replies of the supervising principals indicate that satisfactory arrangements can be made for the reception of summer deliveries by responsible school employees and that the school employees are cooperating with the administrative officers in securing this early delivery of supplies.

The superintendent, therefore, announces the following dates of delivery of supplies for the fiscal year from July 1, 1927, to June 30, 1928:

	First issue	Second issue	Third issue
Normal schools:			
Miner Normal School.....	Sept. 2, 1927	Oct. 24, 1927	Jan. 24, 1928
Wilson Normal School.....	Aug. 10, 1927	Nov. 1, 1927	Feb. 1, 1928
High schools:			
Armstrong Technical High School.....	Sept. 2, 1927	Nov. 3, 1927	Feb. 3, 1928
Business High School.....	do.....	do.....	Do.
Central High School.....	do.....	do.....	Do.
Dunbar High School.....	do.....	do.....	Do.
Eastern High School.....	Sept. 8, 1927	Nov. 4, 1927	Feb. 6, 1928
McKinley Technical High School.....	do.....	do.....	Do.
Western High School.....	do.....	do.....	Do.
Junior high schools:			
Columbia Junior High School.....	Sept. 6, 1927	Oct. 11, 1927	Jan. 11, 1928
Francis Junior High School.....	do.....	Oct. 13, 1927	Jan. 13, 1928
Hine Junior High School.....	do.....	Oct. 17, 1927	Jan. 17, 1928
Jefferson Junior High School.....	do.....	Oct. 18, 1927	Jan. 18, 1928
Langley Junior High School.....	do.....	Oct. 20, 1927	Jan. 20, 1928
MacFarland Junior High School.....	Sept. 7, 1927	do.....	Do.
Powell Junior High School.....	do.....	Oct. 24, 1927	Jan. 24, 1928
Randall Junior High School.....	do.....	Oct. 25, 1927	Jan. 25, 1928
Shaw Junior High School.....	do.....	Oct. 27, 1927	Jan. 27, 1928
Stuart Junior High School.....	do.....	Oct. 28, 1927	Jan. 28, 1928
Vocational schools:			
Abbot Vocational School.....	do.....	Nov. 2, 1927	Feb. 2, 1928
French Vocational School.....	do.....	Oct. 19, 1927	Jan. 19, 1928
Lenox Vocational School.....	do.....	do.....	Do.
Margaret Murray Washington Vocational School.....	do.....	Nov. 2, 1927	Feb. 2, 1928
Phelps Vocational School.....	do.....	do.....	Do.

	First issue	Second issue	Third issue
First division:			
Addison School.....	Aug. 1, 1927	Oct. 3, 1927	Jan. 3, 1928
Brown School.....	do	do	Do.
Conduit Road School.....	Aug. 3, 1927	Oct. 26, 1927	Jan. 26, 1928
Corcoran School.....	Aug. 1, 1927	Oct. 7, 1927	Jan. 9, 1928
Curtis School.....	do	do	Do.
Eaton School.....	Aug. 2, 1927	Oct. 12, 1927	Jan. 12, 1928
Fillmore School.....	do	do	Do.
Grant School.....	do	Oct. 13, 1927	Jan. 13, 1928
Hyde School.....	Aug. 1, 1927	Oct. 7, 1927	Jan. 9, 1928
Industrial Home School.....	Aug. 3, 1927	Oct. 17, 1927	Jan. 17, 1928
Jackson School.....	Aug. 1, 1927	Oct. 18, 1927	Jan. 18, 1928
Janney School.....	Aug. 2, 1927	do	Do.
Oyster School.....	Aug. 3, 1927	Oct. 24, 1927	Jan. 24, 1928
Reservoir School.....	do	Oct. 26, 1927	Jan. 26, 1928
Tenley School.....	Aug. 2, 1927	Oct. 28, 1927	Jan. 30, 1928
Toner School.....	Aug. 3, 1927	do	Do.
Weightman School.....	Aug. 2, 1927	Nov. 2, 1927	Feb. 2, 1928
Wisconsin Avenue School.....	Aug. 3, 1927	do	Do.
Second division:			
Beret School.....	Aug. 4, 1927	Oct. 4, 1927	Jan. 4, 1928
Dennison School.....	do	Oct. 11, 1927	Jan. 11, 1928
Morgan School.....	do	Oct. 21, 1927	Jan. 23, 1928
Thomson School.....	do	Oct. 31, 1927	Jan. 31, 1928
Third division:			
Bancroft School.....	Aug. 8, 1927	Oct. 4, 1927	Jan. 4, 1928
Barnard School.....	do	do	Do.
Brightwood School.....	Aug. 9, 1927	do	Do.
H. D. Cooke School.....	do	Oct. 10, 1927	Jan. 10, 1928
Hubbard School.....	do	Oct. 17, 1927	Jan. 17, 1928
Johnson School.....	Aug. 8, 1927	Oct. 18, 1927	Jan. 18, 1928
Keene School.....	Aug. 9, 1927	Oct. 19, 1927	Jan. 19, 1928
Petworth School.....	do	Oct. 24, 1927	Jan. 24, 1928
Raymond School.....	do	Oct. 26, 1927	Jan. 26, 1928
Ross School.....	Aug. 10, 1927	do	Do.
Takoma School.....	do	Oct. 28, 1927	Jan. 30, 1928
Truesdell School.....	do	do	Do.
West School.....	do	Oct. 31, 1927	Jan. 31, 1928
Whittier School.....	do	do	Do.
Fourth division:			
Adams School.....	Aug. 4, 1927	Oct. 3, 1927	Jan. 3, 1928
Force School.....	do	Oct. 13, 1927	Jan. 13, 1928
Henry School.....	Aug. 5, 1927	Oct. 14, 1927	Jan. 16, 1928
Polk School.....	do	do	Do.
Fifth division:			
Arthur School.....	Aug. 15, 1927	Oct. 3, 1927	Jan. 3, 1928
Blake School.....	Aug. 11, 1927	Oct. 5, 1927	Jan. 5, 1928
Brookland School.....	do	do	Do.
Bunker Hill School.....	do	do	Do.
Burroughs School.....	do	do	Do.
Eckington School.....	Aug. 12, 1927	Oct. 12, 1927	Jan. 12, 1928
Emery School.....	do	do	Do.
Gage School.....	do	Oct. 13, 1927	Jan. 13, 1928
Gales School.....	Aug. 11, 1927	Oct. 14, 1927	Jan. 16, 1928
Langdon School.....	Aug. 12, 1927	Oct. 19, 1927	Jan. 19, 1928
Monroe School.....	do	Oct. 21, 1927	Jan. 23, 1928
Park View School.....	Aug. 15, 1927	Oct. 25, 1927	Jan. 25, 1928
Seaton School.....	Aug. 11, 1927	Oct. 27, 1927	Jan. 27, 1928
212 H Street NW.....	do	Nov. 3, 1927	Feb. 3, 1928
Sixth division:			
Benning School.....	Aug. 15, 1927	Oct. 5, 1927	Jan. 5, 1928
Blair School.....	do	do	Do.
Blow School.....	do	do	Do.
Carbery School.....	Aug. 16, 1927	Oct. 10, 1927	Jan. 10, 1928
Edmonds School.....	do	Oct. 12, 1927	Jan. 12, 1928
Hayes School.....	Aug. 15, 1927	Oct. 17, 1927	Jan. 17, 1928
Hilton School.....	Aug. 16, 1927	Oct. 25, 1927	Jan. 25, 1928
Kenilworth School.....	do	Oct. 19, 1927	Jan. 19, 1928
Kingsman School.....	do	Oct. 18, 1927	Jan. 18, 1928
Ludlow School.....	Aug. 17, 1927	Oct. 19, 1927	Jan. 19, 1928
Madison School.....	do	Oct. 21, 1927	Jan. 23, 1928
Maury School.....	do	do	Do.
Peabody School.....	Aug. 16, 1927	Oct. 25, 1927	Jan. 25, 1928
Pierce School.....	Aug. 17, 1927	do	Do.
Taylor School.....	do	Oct. 31, 1927	Jan. 31, 1928
Webb School.....	do	Nov. 1, 1927	Feb. 1, 1928
Wheatley School.....	Aug. 18, 1927	do	Do.
1201 K Street NE.....	do	Nov. 3, 1927	Feb. 3, 1928

	First issue	Second issue	Third issue
Seventh division:			
Brent School.....	Aug. 18, 1927	Oct. 6, 1927	Jan. 6, 1928
Bryan School.....	do.	do.	Do.
Buchanan School.....	do.	do.	Do.
Congress Heights School.....	Aug. 19, 1927	Oct. 10, 1927	Jan. 10, 1928
Cranch School.....	do.	do.	Do.
Dent School.....	Aug. 18, 1927	Oct. 11, 1927	Jan. 11, 1928
Ketcham School.....	Aug. 19, 1927	Oct. 19, 1927	Jan. 19, 1928
Orr School.....	Aug. 22, 1927	Oct. 26, 1927	Jan. 26, 1928
Randle Highlands School.....	do.	do.	Do.
Stanton School.....	do.	Oct. 27, 1927	Jan. 27, 1928
Towers School.....	do.	Nov. 1, 1927	Feb. 1, 1928
Tyler School.....	Aug. 19, 1927	Oct. 10, 1927	Jan. 10, 1928
Van Buren School.....	do.	Oct. 19, 1927	Jan. 19, 1928
Van Ness School.....	do.	Oct. 31, 1927	Jan. 31, 1928
Wallach School.....	Aug. 22, 1927	Nov. 1, 1927	Feb. 1, 1928
Eighth Division:			
Amidon School.....	Aug. 8, 1927	Oct. 3, 1927	Jan. 3, 1928
S. J. Bowen School.....	Aug. 5, 1927	Oct. 27, 1927	Jan. 27, 1928
Bradley School.....	Aug. 8, 1927	Oct. 4, 1927	Jan. 4, 1928
Fairbrother School.....	Aug. 5, 1927	Oct. 13, 1927	Jan. 13, 1928
Greenleaf School.....	Aug. 8, 1927	do.	Do.
Rossell School.....	Aug. 5, 1927	Oct. 4, 1927	Jan. 4, 1928
Smallwood School.....	do.	Oct. 27, 1927	Jan. 27, 1928
Ninth Division:			
Health School.....	Aug. 22, 1927	Oct. 17, 1927	Jan. 17, 1928
Morse School.....	Aug. 23, 1927	Oct. 24, 1927	Jan. 24, 1928
Threlkeld School.....	do.	Oct. 12, 1927	Jan. 12, 1928
Webster School.....	do.	Nov. 2, 1927	Feb. 2, 1928
800 East Capitol Street.....	do.	Nov. 3, 1927	Feb. 3, 1928
1340 G Street NE.....	do.	do.	Do.
810 Sixth Street SW.....	do.	do.	Do.
Tenth Division:			
Briggs School.....	Aug. 24, 1927	Oct. 6, 1927	Jan. 6, 1928
Bruce School.....	do.	do.	Do.
Chain Bridge School.....	do.	Oct. 26, 1927	Jan. 26, 1928
Cleveland School.....	do.	Oct. 10, 1927	Jan. 10, 1928
Garrison School.....	Aug. 25, 1927	Oct. 14, 1927	Jan. 16, 1928
Magruder School.....	do.	Oct. 27, 1927	Jan. 27, 1928
Military Road School.....	Aug. 24, 1927	Oct. 21, 1927	Jan. 23, 1928
Montgomery School.....	do.	do.	Do.
Phillips School.....	Aug. 25, 1927	Oct. 25, 1927	Jan. 25, 1928
Reno School.....	do.	Oct. 26, 1927	Jan. 26, 1928
Stevens School.....	Aug. 26, 1927	Oct. 27, 1927	Jan. 27, 1928
Sumner School.....	Aug. 25, 1927	do.	Do.
Wilson School.....	do.	Nov. 1, 1927	Feb. 1, 1928
Wormley School.....	Aug. 26, 1927	do.	Do.
Eleventh division:			
J. F. Cook School.....	do.	Oct. 10, 1927	Jan. 10, 1928
Garnet School.....	do.	Oct. 14, 1927	Jan. 16, 1928
Langston School.....	do.	Oct. 20, 1927	Jan. 20, 1928
Mott School.....	Aug. 29, 1927	Oct. 24, 1927	Jan. 24, 1928
Patterson School.....	Aug. 26, 1927	Oct. 14, 1927	Jan. 16, 1928
Slater School.....	do.	Oct. 20, 1927	Jan. 20, 1928
Harrison School.....	Aug. 29, 1927	Oct. 17, 1927	Jan. 17, 1928
Twelfth division:			
Thirteenth division:			
Ambush School.....	do.	Oct. 3, 1927	Jan. 3, 1928
Banneker School.....	do.	Oct. 7, 1927	Jan. 9, 1928
Bates Road School.....	do.	Oct. 19, 1927	Jan. 19, 1928
Bell School (new).....	do.	Oct. 6, 1927	Jan. 6, 1928
Bell School (old).....	Aug. 30, 1927	Oct. 7, 1927	Jan. 9, 1928
Birney School.....	do.	do.	Do.
Burrville School.....	do.	do.	Do.
Cardozo School.....	do.	Oct. 11, 1927	Jan. 11, 1928
Crummell School.....	do.	do.	Do.
Deanwood School.....	Aug. 31, 1927	Oct. 12, 1927	Jan. 12, 1928
Doughlass School.....	do.	Oct. 11, 1927	Jan. 11, 1928
Garfield School.....	do.	Oct. 14, 1927	Jan. 16, 1928
Giddings School.....	do.	do.	Do.
Jones School.....	do.	Oct. 18, 1927	Jan. 18, 1928
Lincoln School.....	do.	Oct. 20, 1927	Jan. 20, 1928
Logan School.....	Sept. 1, 1927	do.	Do.
Lovejoy School.....	do.	do.	Do.
Payne School.....	do.	Oct. 25, 1927	Jan. 25, 1928
Smothers School.....	do.	Oct. 28, 1927	Jan. 30, 1928
Syphax School.....	do.	do.	Do.
Twining School.....	do.	Oct. 31, 1927	Jan. 31, 1928
737 Eleventh Street NE.....	do.	Nov. 3, 1927	Feb. 3, 1928

The foregoing schedule applies to regular issues. Special issues to individual buildings will be made from time to time during the year as necessity demands.
Sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

3. THE FRIES-FLURY INCIDENT

The superintendent incorporates in his annual report the correspondence relating to the opposition of General Fries to the continuance of Mr. Flury as a teacher in the public schools of Washington.

GENERAL FRIES TO SUPERINTENDENT BALLOU

DEPARTMENT OF THE DISTRICT OF COLUMBIA,
AMERICAN LEGION,
Washington, D. C., September 23, 1926.

Dr. FRANK W. BALLOU,
*Superintendent of Schools, Franklin School Building,
Washington, D. C.*

DEAR DOCTOR BALLOU: In the Forum, published by the Forum Publishing Co., 247 Park Avenue, New York City, for the month of October, there is found a definition of socialism on page 590, by Henry Flury, of Washington, D. C.

I am just informed in a letter that Mr. Henry Flury is a teacher in one of the high schools of the District of Columbia. I am writing you this letter at once to find out what you know of Mr. Flury, and if it be true that he is a teacher in our high schools; and if so, what action you propose to take in the matter. I shall await your answer before taking the matter up with various patriotic organizations in this city.

The American Legion stands for God and country. It stands for a vigorous Americanism. It stands for nationalism and the vigorous upholding of the Constitution of the United States. It is for that reason that, as commander of the American Legion for the Department of the District of Columbia, I object most strenuously to the ideas put forth in the Forum by Mr. Flury and against anyone being kept in the schools of the District of Columbia who says in effect that workmen in America are slaves; that our civilization is cruel; that little children still toil in factories (some do, but very few and lessening all the time); who says that those who toil in building automobiles, Pullmans, and palaces, walk and live in box cars or in hovels. Anyone who has gone to the factories of Henry Ford, or who has taken the trouble to go where building operations are in progress anywhere in this city, will find that the majority of the workmen ride to their work in their own automobiles. He will probably find, also, that they get paid equally well or better than high-school teachers.

Finally, in asking the question, "Is not the industrial civilization we have created a Frankenstein that has made itself our master?" he is using only in a slightly different form the statements of the communist that our form of government is bad. The communist then adds that our Government should be overthrown, and, if necessary, by force and violence. This is just the type of un-American radicalism that the American Legion and other patriotic organizations are bitterly opposed to. Particularly are they bitterly opposed to this sort of stuff being taught to our boys and girls.

Very sincerely yours,

AMOS A. FRIES,
*Major General,
Commander Department of District of Columbia, American Legion.*

DEFINITION OF SOCIALISM BY HENRY FLURY, OF WASHINGTON, D. C.

[Published on page 590 of the Forum for October, 1926]

Socialism is a big question mark. It asks why, with all the wonderfully productive machinery and improved methods of organization, the workers are still slaves. It asks why our civilization is so cruel and ugly. It asks why little children still toil in the factories. It asks why those who create do not enjoy the advantages of what is created, why those who build automobiles walk, those who build Pullmans ride in box cars, those who build palaces live in hovels. It asks: Is not the industrial civilization we have created a Frankenstein that has made itself our master?

SUPERINTENDENT BALLOU TO GENERAL FRIES

OCTOBER 1, 1926.

Gen. AMOS A. FRIES,

*Commander Department of District of Columbia,
American Legion, Washington, D. C.*

MY DEAR GENERAL FRIES: I have received your letter of September 28, 1926, in which you call my attention to an article in the October number of the Forum by Henry Flury, who is a teacher in the Eastern High School.

In reply to your inquiry as to what action I propose to take in the matter, I am writing to state the following:

First. That I propose to read the article from which you quoted a paragraph.

Second. That I propose to confer with the principal of the Eastern High School, Mr. Charles Hart, as to Mr. Flury's teaching service in that school and whether, so far as he knows, unpatriotic views are being taught in the Eastern High School.

Third. That I propose to have a conference with Mr. Flury on the matter.

Fourth. That I propose then to lay the facts which I shall have ascertained before the Board of Education, in executive session, since this is a matter of personnel.

Although it may not be necessary, I desire to assure you that the American Legion is no more concerned with unpatriotic teaching in the public schools of Washington or the Nation than I am, and that such teaching will not be tolerated in any schools over which I have supervision.

Sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

GENERAL FRIES TO SUPERINTENDENT BALLOU, OCTOBER 5, 1926

DEPARTMENT OF THE DISTRICT OF COLUMBIA,
AMERICAN LEGION,
Washington, D. C., October 5, 1926.

Dr. FRANK W. BALLOU,

*Superintendent of Schools,
Franklin School Building, Washington, D. C.*

MY DEAR DOCTOR BALLOU: I have your letter of October 1 and note with pleasure what you have to say in regard to Mr. Flury.

As far as reading the article is concerned, the paragraph that I sent you was all there was of it. It was simply a definition of socialism. However, it is simply using the questionnaire form to put forward certain ideas which, in a different form, would be put forth as opinions.

There has not been any question raised as to whether or not Mr. Flury is teaching this in the schools. The point which I shall be decidedly interested in is whether he is the author. A man who will write such a definition of socialism has, in my opinion, a mind so constituted and ideas so warped as to be unsafe. I shall be delighted to hear from you in regard to this man.

I might add that I am not taking this up with the Legion as a whole, nor am I taking it up with the newspapers, which, of course, would make a beautiful story of it. I assure you all I want is to see that this kind of unpatriotic utterance does not get out among our children.

Very sincerely yours,

AMOS A. FRIES,
Department Commander American Legion.

LETTERS OF MR. FLURY AND MR. HART

Following the receipt of General Fries's first letter, the superintendent conferred with Mr. Flury and with Mr. Hart, principal of the Eastern High School.

MR. FLURY'S LETTER

OCTOBER 11, 1926.

Dr. F. W. BALLOU,

Superintendent of Schools, Washington, D. C.

MY DEAR SIR: Since our conversation of Friday, October 8, I have been thinking over the subject of our interview, and I am of the opinion that it would be highly improper for me, in my official capacity as a public-school

teacher, to go into a discussion of my private, political, religious, or other beliefs.

I was perfectly willing, as one man to another, to answer your questions, as I am always willing to talk over my personal opinions as an individual at any time. But I have consistently refrained from discussing political, religious, and other controversial matters in my classroom and educational work and I must decline to do so now.

You have the right as an American citizen to your opinions of republicanism, democracy, socialism, prohibition, fundamentalism, modernism, progressivism, and any other disputed subject; I have the same right. Neither of us has the right to use official position or authority for the propagation of his personal beliefs in these matters.

The definition of socialism which I contributed to the October number of the Forum Magazine, one of the leading magazines in America, which is contributed to and patronized by many eminent thinkers and leaders of this country, was sent over the name of Henry Flury, a plain American citizen, without any reference to the fact that I am a teacher or to the school in which I teach.

I had, of course, a perfect legal right to offer a definition of socialism, as I have the same right to offer one of prohibition, the protective tariff, the single tax, the Ku-Klux Klan, Catholicism, Judaism, or the principles of Thomas Jefferson. You, as an American citizen, have the same right. So does any citizen.

I cheerfully comply with your request that I make a statement regarding my patriotism. I am a staunch patriot. I am a firm believer in the strict enforcement of all laws, both those that I dislike and those that I like, and I conscientiously obey them. I believe that Socialists should obey anti-Socialist laws, that antiprohibitionists should obey the prohibition law, and vice versa, and that if socialism should ever be adopted in this country anti-Socialists should obey Socialist laws as readily as they to-day expect Socialists to obey anti-Socialist statutes. I am sure that all advocates of law and order will agree with me that there can be no stricter code of obedience than this.

You will recall that I exhibited to you my honorable discharge from the United States Army, signed by Capt. Eugene H. Morter, dated December 9, 1918, at Camp Martin, New Orleans, La., which you took and examined while I explained that I did not wait to be drafted, but volunteered.

Respectfully yours,

HENRY FLURY.

MR. HART'S LETTER

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA,
EASTERN HIGH SCHOOL,
Washington, D. C., October 13, 1926.

Dr. F. W. BALLOU,

Superintendent Public Schools,

Franklin Administration Building, Washington, D. C.

MY DEAR DOCTOR BALLOU: Mr. Henry Flury has been with us as a teacher of general science and biology since February, 1922. During this period he has performed very satisfactory service, and there has never been any question raised as to his patriotism. I have always considered him to be an efficient teacher, with high ideals of his duty and obligation to the school. No complaint has ever been made of his having voiced any radical or unpatriotic sentiments in his classroom. He has the respect and confidence of the pupils and members of the faculty.

Very truly yours,

CHARLES HART, *Principal.*

BOARD'S LETTER TO GENERAL FRIES

In accordance with his letter to General Fries, under date of October 15, the superintendent brought the matter to the attention of the Board of Education. On November 9 the board addressed the following letter to General Fries:

BOARD OF EDUCATION,
FRANKLIN ADMINISTRATION BUILDING,
Washington, D. C., November 9, 1926.

Gen. AMOS A. FRIES, U. S. A.,

Chief Chemical Warfare Service, War Department, Washington, D. C.

DEAR SIR: Your communication to the superintendent of schools, under date of September 28, has been brought to the attention of the Board of Education. The letter has received the careful consideration of the board.

In reply thereto I am instructed to inform you that the board is unanimously of the opinion that it will not tolerate in the public schools of the District of Columbia any utterances or communications to the pupils therein which are seditious, disloyal, or disrespectful to the Government of the United States and its Constitution, or which are subversive of the ideals which lie at the foundation of the Government, and any employee of the Board of Education who, either in the classroom or outside of the classroom, by direct communication to the pupils of the public schools or indirectly by any means which are likely to be brought to their attention, undertakes to violate either the language or spirit of this position (which represents the policy of the board) will, after due proof thereof, be subjected to disciplinary action.

From the evidence before the board it appears that the article to which you refer was written by the teacher in a competition inaugurated by the magazine in which it appeared. The facts are that the teacher is a teacher of science. He entered the United States Army as a volunteer and received an honorable discharge under date of December 9, 1918. The views or beliefs expressed in the article referred to have found no place in his classroom teaching, in his discussions or conversations with the faculty, or with the patrons of the school. The Board of Education believes that every individual is entitled to entertain his or her own private views regarding religion, the functions of government, and political and economic issues without necessarily involving questions of loyalty with respect to the fundamental ideals of our institutions. Such views become inimical to our institutions or intolerable to society only in case they are voiced in improper places or arouse improper action.

Respectfully yours,

HARRY O. HINE, *Secretary.*

4. BUSES FOR TRANSPORTATION OF TUBERCULAR PUPILS

At the meeting of the Board of Education held September 29, 1926, the superintendent announced his purpose to experiment in the transportation of pupils to and from our health schools by the use of busses instead of furnishing further transportation on the street cars. The superintendent advised the board that inquiry has been made of the Capital Traction Co. and other transportation companies of the District to ascertain the probable cost of such transportation.

A study of the problem developed the information that most pupils could be transported to the health schools by busses; that the cost of such transportation could be met within available appropriations, and that those pupils who could not be accommodated by bus transportation could be furnished car tokens for street-car transportation as heretofore.

The experiment of bus transportation for tubercular pupils during the past year has proven so successful that it will be continued.

5. LENGTHENING THE SCHOOL DAY AND LESSENING HOME STUDY

At the meeting of the Board of Education held on April 21, 1926, the following communication was presented:

DISTRICT OF COLUMBIA PUBLIC SCHOOL ASSOCIATION,
Washington, D. C., April 19, 1926.

The BOARD OF EDUCATION,
Franklin Building:

At its April meeting the District of Columbia Public School Association voted to request that there be more supervised study periods in school time and less home work.

We hereby request that this matter receive the attention of the board.

In the discussion at the meeting of the Public School Association emphasis was laid upon the comparatively short school day for the upper grades in the graded schools, as well as in the junior and senior high schools; the giving of home work to such extent as to require some hours of study at home under less favorable conditions (lighting, seating, etc.) than obtains at school ordinarily; damage to the eyes and health of the children doing excessive home work in the late evening and at night; and the placing upon parents (who are, of course, not as well fitted as the teachers) the duty of teaching. Complaint was also made of failure of teachers giving home work to make even a brief explanation regarding difficult and intricate problems given for night study at home.

Respectfully yours,

WALTER IREY, *Secretary.*

In the discussion that followed the reading of the above communication, Mr. Charles F. Carusi expressed a doubt as to the wisdom of lengthening the school day, which would correspondingly decrease the opportunity for the children to have the proper amount of outdoor recreation. The superintendent stated that a half hour might be added to the schedule for high schools, but such an extension would limit the opportunities for these more mature students who now enjoy the privilege of doing some gainful work. He did not regard this desire for a longer school day as being general. In answer to inquiries the superintendent read from the revised rules the hours constituting a school day and the study period provided.

Dr. H. Barrett Learned of the board pointed out as his belief that if the public is given full information on this important subject some of the criticisms made on the length of the school day will disappear.

Mr. E. C. Graham, then the president of the board, pointed out that the problem here presented by an influential and representative group like the District of Columbia Public School Association might well be referred to a special committee for study and conference with the superintendent of schools and his aids. On motion of Mr. Charles F. Carusi such reference was ordered. The chair named as such special committee Mr. Charles F. Carusi, Mrs. Lillian Y. Herron, and Mrs. Coralie F. Cook.

This special committee on home study and the length of the school day functioned promptly in conjunction with the superintendent of schools, as set forth in the motion that created it, and on June 9, 1926, submitted a report proposing a referendum to ascertain the view of the public as follows:

"Your special committee to consider abolishing home study and lengthening the school day, which was raised by the District of Columbia Public School Association at the meeting of April 21, has given the subject consideration. The committee is of the opinion that the most important essential in arriving at a conclusion is to know the attitude of the community on the matter.

"With a view to gaining the information desired, your committee has prepared an explanatory letter, accompanied by a questionnaire, to be widely distributed to civic organizations and other groups for an expression of opinion. Copy of the form containing the inquiries is submitted for the authorization of the board.

"CHARLES F. CARUSI,
"CORALIE F. COOK."

The authorization to proceed in the collection of the data desired was granted by the board. The extensive and thorough scope of this inquiry is seen by a reading of the questionnaire proposed and the explanations that accompanied it.

BOARD OF EDUCATION, DISTRICT OF COLUMBIA,
FRANKLIN ADMINISTRATION BUILDING,
Washington, D. C., June 10, 1926.

To Citizens' Associations, Parent-Teacher Associations, Civic Clubs, etc.

LADIES AND GENTLEMEN: Expressions of opinion have recently come to the Board of Education that the public day schools now require an undue amount of home work of the pupil. Some maintain that night study should be entirely eliminated. To compensate for this the proposal is made that the hours at school shall be extended.

The arguments advanced in support of this change are mainly that facilities for study at home are not so good as those of the school room, because work is performed under artificial light, is unsupervised, and slow; that it lacks the relative value of daylight study which is always under the observation of the teacher, with other educational aids available.

The Board of Education would like to know to what extent the patrons of the public schools think home study should be abandoned. Accordingly the board is submitting a series of questions which will be widely distributed to civic groups and individuals, to which replies are desired. Your cooperation in this matter by a return of the inclosed questionnaire with an expression of your views will be of great help to the board in determining whether the school day should be lengthened.

By direction of the Board of Education.

HARRY O. HINE, *Secretary.*

INQUIRY ON LENGTHENING THE SCHOOL DAY IN ORDER TO DECREASE OR ABOLISH HOME STUDY

BOARD OF EDUCATION, DISTRICT OF COLUMBIA,
FRANKLIN ADMINISTRATION BUILDING,
Washington, D. C., June 10, 1926.

As a basis for determining public opinion on this subject the views of the undersigned association or group are given below:

1. In favor of dispensing with all home study of pupils:

Number voting

In the first six grades	Yes	No
In the junior high schools	Yes	No
In the senior high schools	Yes	No
In the normal schools	Yes	No

2. In favor of extending the school day:

In the first six grades, from 3 o'clock to 3.45	Yes	No
In the junior high schools, from 3 o'clock to 3.45	Yes	No
In the senior high schools, from 2.30 o'clock to 4	Yes	No
In the normal schools, from 3 o'clock to 4	Yes	No

3. Do you favor school on Saturday morning? Yes

4. Our association has a total membership of _____ members.

5. The attendance at this meeting, where the above questions were voted on, was _____ members.

6. REMARKS: (Other action, if any, taken by the association) _____

Signed _____
Title _____
Representing _____

Dated:

On October 20, 1926, progress was reported in the following language:

"The special committee on length of school day, on which the opinions of the public were solicited by a referendum, awaits some belated replies from civic organizations before a final tabulation of views should be made. When reports from October gatherings of clubs and organizations have arrived the study will be closed and a report issued."

One month thereafter, or on November 17, 1926, the record carried the following entry:

"Special committees.—Mr. Carusi as chairman of the special committee appointed on April 21, 1926, to inquire into the propriety of lengthening the school day in order to lessen or abolish home study, announced the results of a referendum vote sought of citizens' associations, parent-teacher associations, and other civic groups. The tabulated data showed the following results:

1. In favor of dispensing with all home study of pupil (number voting, 6,745):

	Yes	No
In the first six grades	733	3,741
In the junior high schools	813	5,093
In the senior high schools	577	4,015
In the normal schools	543	3,943

2. In favor of extending the school day:

In the first six grades, from 3 o'clock to 3.45	458	4,811
In the junior high schools, from 3 o'clock to 3.45	639	5,394
In the senior high schools, from 2.30 o'clock to 4	491	4,100
In the normal schools, from 3 o'clock to 4	455	4,087

3. In favor of school on Saturday morning: Yes, 189; no, 6,557.

4. These associations report a total membership of 9,088 members.

5. The attendance at meetings where the above questions were voted on was 3,605 members. Some voted by mail sent to associations, and in many instances the attendance was not reported.

Three associations reported a unanimous vote "No," without other statistical data.

Vote of delegates of Central Labor Union, claiming a representatin of 65,000, unanimously voted "No."

The Washington Board of Trade unanimously voted "No."

In the vote collected by the Evening Star, 285 returns represented views parallel to the board's referendum.

The report was accepted and the committee thanked and discharged.

By order of the board a copy of the above summary of public opinion was sent to Maj. Gen. Amos A. Fries, a patron of the public schools who had taken a deep interest in the subject.

HARRY O. HINE,
Secretary Board of Education.

6. THE BEAUTIFICATION OF SCHOOL GROUNDS

Much consideration has been given during recent years to the desirability of improving the grounds surrounding our public-school buildings. Many of the school playgrounds are greatly in need of resurfacing and other improvements, in order that they may serve their purpose for the play of children. The plots of ground not used for play purposes are also greatly in need of improvement. Some of these grounds need to be resodded, some of them need shrubbery, and others need other forms of improvement looking toward making the school and its surrounding grounds an attractive spot in the community in which it is located.

The problem of treatment of grounds is most pressing in connection with those buildings which have been recently constructed where the grounds are frequently left in not only an unsightly but in an unusable condition upon the completion of the building.

In view of the widespread interest in the matter, a conference was called by Col. J. Franklin Bell, engineer commissioner of the District of Columbia, in the Franklin Administration Building on Wednesday, November 24, 1926. The following were present at the conference:

Col. J. Franklin Bell, engineer commissioner, presiding.

Mr. E. C. Graham, president Board of Education.

Dr. H. Barrett Learned, chairman; Mrs. H. L. Hodgkins, Rev. F. I. A. Bennett, committee on buildings and grounds, Board of Education.

Maj. L. E. Atkins, assistant to the engineer commissioner.

Maj. C. H. Brown, Office of Public Buildings and Grounds.

Mr. A. L. Harris, municipal architect.

Mr. S. E. Kramer, first assistant superintendent of schools.

Mr. R. L. Haycock, assistant superintendent of schools.

Maj. R. O. Wilmarth, business manager public schools.

Mr. H. P. Caemmerer, secretary, Fine Arts Commission.

Mr. Henry Storey, superintendent District of Columbia repair shop.

Mr. J. G. Yaden, president Citizens' Council.

Mr. R. M. Brennan, chief clerk engineer department, District of Columbia.

Each member present expressed interest in the subject, and at the close of the meeting Mr. Graham, president of the Board of Education, appointed the following persons to constitute a committee for the further study of this problem:

Col. J. Franklin Bell, Maj. L. E. Atkins, Supt. Frank W. Ballou, Dr. H. Barrett Learned, Mr. J. G. Yaden.

It is the consensus of opinion that no adequate, comprehensive plan for the improvement of public-school grounds can be undertaken until a special appropriation for the purpose shall have been secured from Congress.

7. "STAGGERED" HOURS FOR OPENING OF SCHOOL DAY

Because of several accidents due to automobile traffic in which a number of pupils were injured, one of them fatally, following the opening of schools last September, the Board of Education was deeply concerned in finding some measures whereby the dangers from street traffic might be minimized. One solution of the problem was that of effecting a change in the time of opening school to either a half hour earlier or later than the traditional hour of 9 o'clock, so that the travel of children to school would not coincide with that of the heaviest period of automobile traffic. The reaction of the public to this suggestion was sought by the Evening Star through opinions it had invited and which it had published.

At a meeting of the Board of Education held on October 20, 1926, this subject of outlining some corrective measures was presented by the president, at which occasion also the outcome of the newspaper vote on the wisdom of changing the opening hour to 8.30 or to 9.30 was read. As this vote represented but a limited expression of opinion and was obviously insufficient to warrant action by the board in declaring a change of hours which would affect the customary routine of the home, the president inquired of the members how the sense of the community could best be ascertained.

As a means of ascertaining to what extent the parents of school children desired the plan of "staggered" hours of school opening, the suggestion of the president prevailed that the various parent-teacher associations be asked to express their opinions. Instructions were accordingly given for the collection of information on the subject.

On January 5, 1927, the secretary of the board, who had proceeded in compliance with the directions given, reported the outcome of inquiries in regard to a change in school hours as given herewith. The report was accepted and filed.

At the meeting of October 20, 1926, following a discussion on the wisdom of changing the hours of opening school in the interests of greater safety of pupils from traffic dangers, the secretary was directed to ascertain the wishes of the community on the subject of "staggered" hours.

In accordance with this instruction inquiries were sent to the various parent-teacher associations, 100 or more in number, and an expression of their views solicited. The number of returns of the canvas was limited, and they are as follows:

Opposed to any change of hours: 17 parent-teacher associations; 1 citizens' association.

Favoring change of hours: 1 parent-teacher association.

The Armstrong Parent-Teacher Association, with 441 members present, reported: Opposed to change of hours, 272; favoring change of hours, 169.

Two individual opinions receive favor "staggered" hours.

HENRY O. HINE,
Secretary Board of Education.

S. DENNISON VOCATIONAL SCHOOL FOR GIRLS

At the meeting of the Board of Education held November 17 the superintendent of schools recommended that the school officials be authorized to take steps toward the establishment of a vocational school for girls in the Dennison Building. The board approved of this recommendation.

The success of the Abbot Vocational School for Boys in meeting a felt need in the city for apprenticeship training made it clear to school officials that a similar vocational school for girls under high-school age should be established.

The Dennison School was selected for the home of the school because it is centrally located on S Street near Fourteenth Street in the northwest and because it already had several vacant rooms, owing to a decreasing regular school population.

Miss Emma S. Jacobs, director of domestic science, and one of those most responsible for the organization and the success of the school, has described the opening of the school as a part of her annual report to the superintendent. Miss Jacobs's report is presented in full.

MISS JACOBS'S REPORT

"The new piece of work for the year was the organization of the vocational school for girls in February. It was located in the Dennison Building, the entire floor being given to it. Four teachers were appointed to do the work, one of whom was a regular teacher of the seventh grade and the other three teachers of home economics.

"The object of the school was to provide definite trade instruction for those girls who would soon have to begin earning a living in order to prepare them to earn their living or to shorten the period of apprenticeship.

"Since Washington is not a manufacturing city, the biggest line of business is that known as 'clerical,' but the age of the girls and their limited academic attainments made it impossible to train definitely for such positions; moreover, such is the field of the business high school. Very few of the trades open to

women are carried on in the city, but after a study of the situation it was decided to offer opportunity to gain experience which would open certain fields to them, these being the Federal messenger service; messenger or office assistants for professional men and women; junior nursing, a grade of service greatly needed and soon to be established by the nursing service of the country; lunch-room and tea-room business; home catering and special order work; dress-making; millinery; and home work in manicuring and shampooing.

"Sixty girls were recruited from various sections of the city on the basis of recommendation by their grade teachers, age, desire, and ability.

"As the age limit for the work permits for those not having passed the eighth grade is 16 years, those nearing their sixteenth birthday were given the preference with the hope that a few months of intensive vocational instruction would enable them to enter the wage-earning field, better equipped to earn a living or with a better understanding of their qualifications and limitations to do so.

"The school was organized on the basis of 25 per cent of the time being devoted to the old-line academic subjects and 75 per cent of it to vocational activities. Some of these vocational subjects, however, gave opportunity to use and to receive training in the academic subjects, but the instruction was given from a purely vocational point of view.

"The academic subjects were history, geography, arithmetic, English, and civics. The vocational subject were those which should be grouped under the headings food, clothing, shelter, health, and business, and the trade opportunities opening from them were cafeteria and tea-room service, home catering and order work, care of children and junior nursing, plain sewing, dressmaking and millinery, manicuring and shampooing, messenger and junior clerk positions.

"The sixth and seventh grade work in the academic subjects was the standard, while the vocational work was started with the very simplest and carried on as rapidly as the aptitude of the pupils permitted.

"The housekeeping work included study of the arrangement and furnishing of the rooms of a home; the cleaning of the rooms and furnishings; the routine work of the home; the care of the sick in the home; the care of young children, how to feed, bathe, and dress them, what games to play, what stories to tell, and what to do in case of accident; shampooing and manicuring were also taught as part of the housekeeping and chiefly for the influence such lessons would have on the general appearance of the girls, although the practice given was sufficient to enable them to set up a simple 'home-to-home business' for themselves if they desired.

"The food work included the study of the dietetic value, selection and cost of food; the preparation of single dishes, then simple meals; calculation of the cost of the dishes and of the time required to make them, as well as discussion of the qualities giving them commercial value. Dishes were made over and over again until a standard of excellence had been attained with a study of the factors making for success.

"The sewing included the making of very simple pieces to review the elements of sewing, then the cutting from pattern and the making of simple dresses, together with a study of the materials used, their source, manufacture, and cost, from which the cost of the garment was calculated. Ornamentation of the garments by means of stitches and accessories was also a part of this work.

"Three subjects were treated under business practice, namely, office conduct, elementary filing and business forms. All departments contributed to the instruction in the ethics of office conduct and the teaching was incidental rather than direct, though the requirements of different offices for different types of personality and how to train one's self to meet the requirements was discussed in the time allotted to the business subjects. Definite instruction in spelling and penmanship as well as writing social and business letters was also given, partly by the teacher of business practice and partly by the teacher of academic subjects.

"Instruction in elementary filing was begun by studying the arrangement of words in the dictionary and arranging lists of words according to the first letter, then the first two, three, and so on; after that filing of personal names and firm's names. Rules for the filing were formulated as the work progressed, then textbook exercises were assigned and practice along as many lines as possible.

"How to make out order blanks, sales slips, bills, receipts, money orders and checks was taught.

"Under the term 'personal hygiene' the girls studied the structure, function and care of the human body (using elementary text); how to take and record temperature, pulse and respiration; to make and change a bed; the simple care needed to make a sick person comfortable; to relieve pain and congestion, and such simple practices for the home care of the sick. This with one year's experience in a hospital will enable these girls to become junior nurses or nurses' helpers.

"These girls were the retarded, overage girls of the grades who were seldom given an opportunity to show what they could do because the younger more alert ones in the class monopolized the time and attention of the teacher and these being slower to respond were classed as dullards.

"Every opportunity was given them in the vocational school to prove they could do things and do some things very well. They were encouraged to find out what they could do then to perfect themselves in that thing, and if it required more for the accomplishment of this than the school could offer, to go to work at some other thing to save money to continue along the line first chosen.

"That there was a marked improvement in the girls themselves was attested by teachers, friends, girls themselves, and observers having no connection whatever with the school. Many of the girls proved they had in high degree the qualities of initiative, leadership, dependability and steadfastness, good fellowship and sympathy, qualities which are required for success in business.

"Several of the girls were obliged to leave school before the end of the year because of financial stress in the home and one was obliged to leave to keep the home together because of the illness of the mother.

"The work of the school helped each one of them to do in a better way the thing she had undertaken so the first term of the project may well be acclaimed a success. On the strength of this, plans are being made to accommodate at least twice as many girls as were enrolled during the first term.

"The success of the venture was due to the great interest of teachers, officers, and pupils. The teachers worked without thought of time or effort, the pupils responded with all their ability and the officers made it possible to get the necessary equipment and material by carefully keeping knots out of the red tape of the passage of the requisitions, hence each and all may be proud of the Dennison Vocational School for Girls."

9. POLICY REGARDING SPECIAL "WEEKS"

At the meeting of the Board of Education, held March 2, 1927, the board received a report from the special committee appointed to consider observing "narcotic week" in the public schools. The committee reported that, while everybody agreed that everything should be done to prevent this kind of an evil, it was very questionable in the minds of the committee whether it would not be better to have evils of that sort pointed out in the rather unimaginative and scientific way, as is regularly done in the classrooms, instead of through an intensified campaign in the observance of "narcotic week." The committee believed that too much emphasis on the subject might do real harm, and recommended against the observance of "narcotic week."

The observance of special "weeks" having been brought to the attention of the board, the committee reported that, in its opinion, as a rule the observance of special "weeks" is not desirable. The Board of Education felt that there are now so many special "weeks" as seriously to interfere with the orderly conduct of the schools. The board agreed that as a rule it would be the policy of the board to act unfavorably on requests for the observance of special "weeks" in the schools.

10. NAMING CERTAIN NEW SCHOOLS

On recommendation of the Board of Education the Board of Commissioners, on March 11, 1927, designated names for certain school buildings, as follows:

1. The junior high school, which is to replace the Garnet-Patterson elementary school buildings now located at Vermont Avenue and U Street, is named the "Garnet-Patterson Junior High School."

2. The new junior high school located in Brightwood is named the "Edward A. Paul Junior High School," after former principal of the Central High School.

3. The new school building to replace the Brightwood School on Georgia Avenue, named the "Brightwood School." (Now located at Thirteenth and Nicholson Streets NW.)

4. The school building on Georgia Avenue formerly known as the Brightwood School is named the "Brightwood Junior High School Annex."

5. The Randall building across the street from the Cardozo is named the "Cardozo School," and the building in which the Randall Junior High School is located is named the "Randall Junior High School Building."

6. The school building heretofore known as the Anthony Bowen School is named the "William Trent Rossell," after Capt. William Trent Rossell, former engineer commissioner of the District of Columbia.

11. SUPERVISING OF HIGH-SCHOOL ORGANIZATIONS

The following account is taken from the minutes of the meeting of the Board of Education held April 6, 1927:

"The superintendent offered certain recommendations relating to the supervision of approved organizations of high-school students designed to enlist more definitely the cooperation of the parents. In the preparation of these regulations the several high-school principals had a part. While the conduct of fraternities, sororities, and clubs has generally been satisfactory in the upholding of proper standards, the parents should bear a more important part. The suggested regulations are cited:

"1. The school shall assume supervision and reasonable direction over all approved organizations through a faculty committee of supervision for each organization.

"2. No business other than routine procedure and no initiations shall be allowed at any meeting of an approved organization at which there is not at least one faculty supervisor present.

"3. Purely social meetings held in the homes of members shall not require the presence of a faculty supervisor, but the parent in the home will be expected to furnish any necessary supervision and guidance.

"4. Plans for a meeting of any nature must be submitted in writing on forms prescribed for that purpose by the president and secretary of each organization to the faculty committee in charge of that organization and by the faculty committee and must be approved previous to the holding of such meeting.

"5. A report in writing of each meeting of an organization must be made on forms prescribed for that purpose by the secretary of the organization to the faculty committee in charge of that organization.

"6. A statement prepared by the school officers shall be sent to the parents of pupils who are members of approved organizations setting forth a definition of the responsibility of the school for the supervision of such organizations and calling to the attention of the parent the fact that the school must rely upon the home for supervision of purely social meetings held by the organizations in the homes of the members.

"The following conditions must be met for any meeting or activity of an organization in any place other than in the school or in the home of one of the members of the organization:

"A. A detailed statement of the plans for the meeting and the arrangements proposed shall be submitted to the faculty committee and must be approved by such committee previous to the making of any definite arrangements or the entering into any commitments or publicity campaign for such meeting.

"B. Not less than three parents of three different members of the organization in writing agree to be present and to remain through the entire period of the meeting, assuming the full responsibility for chaperonage of the meeting. It shall be the responsibility of the organization to replace by another parent any chaperon who may be unable to attend the meeting authorized.

"The proposed regulations are designed to make more effective and definite the procedure of the school in the supervision of approved organizations and to place the responsibility for the supervision of purely social meetings upon the home rather than upon the school. It is not the intention in proposing these regulations to supersede existing rules with which these regulations do not conflict.

"The recommendations were approved."

12. COOPERATION WITH THE NATIONAL CAPITAL PARK AND PLANNING COMMISSION

At the meeting of the Board of Education held January 5, 1927, the District of Columbia Congress of Parent-Teacher Associations forwarded a resolution to the board calling upon the board to have its school-building program coordinate

with the plans of the National Capital Park and Planning Commission in the purchase of school sites. This was referred to the superintendent of schools, who reported thereon at the meeting of April 6, 1927. The following is taken from the minutes of the meeting of the Board of Education held on that date:

"After citing the authority granted in the five-year building program act, for submitting estimates up to June 30, 1930, the superintendent continued by saying:

"While some latitude has been allowed those responsible for the purchase of land in the selection of a particular site to be purchased for school or playground purposes, nevertheless the law itself must be construed as restrictive in the possibilities which it provides for joining with the National Capital Park and Planning Commission in the cooperative purchase of land for parks, playgrounds, and school sites.

"The Board of Education is advised that the school officials have always cooperated fully and whole-heartedly with the District government in the selection of sites properly located for school-building purposes and has joined with the District government in its efforts to locate other public buildings and establish municipal playgrounds in the vicinity of schools. The superintendent cites as an example the site for the new Janney School in Georgetown, in connection with which a large tract of land was purchased for playground purposes. Land was purchased for a new police station adjoining the site of the Brightwood School at Nicholson and Thirteenth Streets. The Randall Junior High School was established in an enlarged elementary school building adjacent to the large municipal playground adjoining that school, to the end that playground facilities might be utilized by the junior high-school pupils.

"In addition to these examples, it is proper to point out that the school officials have joined with those interested in park developments in agreeing on a plan of general civic development in Reno, where a junior high school is contemplated in connection with park development at that point. Moreover, extended consideration has been given by the school officials to the selection of a site for the Edward A. Paul Junior High School in Brightwood, which would bear the proper relationship to the Fort Stevens Drive and the park developments east of Georgia Avenue and south of Quackenbos Street.

"The superintendent reports to the board, therefore, that the superintendent's office has always worked cooperatively with other established Government agencies interested in the development of Washington. Furthermore, the school officials desire to coordinate the development of the school-building program with any other program of public improvement which is in any way related to the educational interests which the school system undertakes to serve.

"I recommend that a copy of this report be furnished the District of Columbia Congress of Parent-Teacher Associations."

"The report was approved."

13. FIELD DAY AND FESTIVAL OF THE PHYSICAL TRAINING DEPARTMENT, DIVISIONS I-IX

On Thursday, May 19, 1927, from 3 to 5 p. m., a field day and festival was held at the American League Baseball Park under the auspices of the department of physical training for Divisions I-IX. Between five and six thousand public school pupils participated on the field, representing all grades from one to eight. The program of the events was as follows:

PROGRAM

1. Mother Goose rhymes ----- First grade
 1. Ride a Cock Horse.
 2. Hickory Dickory Dock.
 3. See Saw, London Town.
2. (a) Traffic policeman drill ----- Second grade
 1. Walking to crossing.
 2. Saluting.
 3. Looking for traffic.
 4. Signaling traffic to move.
 5. Signaling traffic to stop.
 6. Cautioning the driver—Foot on running board.
 7. Returning to the station.
- (b) Dance, "Yankee Doodle."

3. Folk dances----- Third grade
 1. Kinder polka.
 2. Danish dance of greeting.
 3. London Bridge.
4. Relay races----- Fourth grade
 1. Shuttle relay—girls.
 2. Leap frog—boys.
5. Mimetic exercises----- Sixth grade
 1. Archery movement.
 2. Hammering.
 3. Hoisting a sail.
 4. Golf drive.
 5. Swimming.
 6. Driving a stake.
 7. Putting a shot.
6. Group games----- Fifth grade
 1. Dodge ball.
 2. Dumb-bell snatch.
7. Dances—Circle----- Sixth grade
 1. Czehbogar.
 2. Ace of diamonds.
 3. Captain Jinks.
8. Wand drill----- Seventh grade
9. Boys' circus----- All grades
 1. Tumbling.
 2. Stunts.
 3. Pyramids.
10. Old-fashioned dances----- Elghth grade
 1. Virginia reel.
 2. Irish long dance.

The success of the occasion prompted the superintendent to address the following letter to Dr. Rebecca Stoneroad, director of physical training, which letter was subsequently presented to the Board of Education and placed in the records:

"MY DEAR DOCTOR STONEROAD: I want to express my appreciation and the appreciation of the school officials in general of the interesting and inspiring exhibition of physical-training work put on recently under your direction at the American League Baseball Park.

"The program was well selected; the events were promptly and effectively run off; the children were well managed and supervised; and above all, the children showed fine training and skill in the exercises.

"The exhibition has been uniformly commended by school officials and by many parents and patrons of the schools. In my judgment, the exhibition reflected great credit on the school system, not only as an example of the splendid work which the public schools are doing, but in the success with which it was managed by you and your associates.

"The superintendent heartily commends you, your associates, and all of the officers and teachers associated with you for the success of this enterprise."

14. POLICY ON CONDUCT OF EMPLOYEES

Several cases of misconduct of employees have come before the Board of Education for consideration during the past school year. The board sometimes found it difficult to investigate these cases because of the unwillingness of the accusers to file written charges and support them, and because witnesses were unwilling to testify before the board.

Following the vote of the Board of Education approving the suspension and ordering a trial of the teacher in one of these cases, Mr. Charles F. Carusi, President of the Board of Education, offered the following statement, as outlining the policy of the Board of Education:

"From a number of cases which have come to the attention of the Board of Education of alleged misconduct on the part of teachers and of public scandal in connection therewith, it is apparent that the impression prevails to some extent that the Board of Education can not or will not act in suspending or permanently removing teachers unless the injured party is willing to come forward and prosecute a complaint.

"Such is not the case. The first duty of the Board of Education is toward the children, whose morale will be seriously injured if they are forced to continue under a teacher who is publicly reported to have been guilty of misconduct, and the protection of the children can not depend upon the willingness or unwillingness of the injured party to come forward.

"The Board of Education does not act as a court, but is obliged to use its unbiased discretion upon the best evidence which it may be able to secure, and in case of serious doubt to resolve that doubt in favor of the children. The board will, of course, always be anxious to do no injustice to the accused teacher, but it should be understood that if teachers publicly accused of serious offenses wish to escape suspension or dismissal from the service it is necessary that they should cooperate with the Board of Education in order to establish their continued fitness to serve in the public school system, and the attitude on their part of challenging the Board of Education to prove their guilt as the same would have to be established in court of law, will not avail them."

This statement of policy was approved by the Board of Education at its meeting, incorporated in superintendent's Circular No. 60, and distributed throughout the school system.

Following the distribution of the aforementioned circular, requests from certain teacher organizations were received requesting that "the circular be recalled and the board restate its policy in terms consistent with its obligations to the teachers, or otherwise abrogate the declaration of policy therein quoted."

The action taken by the Board of Education on the aforementioned requests is contained in superintendent's Circular No. 97, issued under date of June 14, 1927, as follows:

"To the officers and teachers:

"At the meeting of the Board of Education held June 8, 1927, further consideration was given to the statement of the policy of the board as contained in superintendent's Circular No. 60. As a means of removing any misunderstanding on the part of any teacher as to the intention of the board, the superintendent was directed to distribute as a circular the following statement from the minutes of the board meeting held May 4, 1927. This statement was prepared by President Carusi preceding the meeting and was unanimously approved as the sense of the board:

"Circular No. 60 issued by the superintendent of public schools, which is the circular referred to by the Teachers' Union in its communication of May 2, 1927, is simply a communication from the superintendent forwarding to the public-school teachers for their information a memorandum of the policy adopted by the Board of Education, as appears from the minutes of the board meeting.

"The board accepts full responsibility for this declaration, and desires to call attention to the fact that it is, in its opinion, altogether insusceptible of any interpretation under which a teacher would be deprived of a fair public trial upon specific charges and after full opportunity to be heard and present his defense; or that the accused teacher would not receive an impartial decision based not upon rumor and report but upon facts.

"On the contrary, it is the sense of the Board of Education that, inasmuch as a teacher's good repute among the student body and parents is an indispensable element in his effectiveness as a teacher, it is the policy of the board, in case of any false report or unjust attack reflecting upon any teacher in the public schools, to cooperate in every possible way with the accused teacher to enable him to clear his or her character from any aspersions which have been publicly cast upon it."

"To the above statement the superintendent desires to add the further assurance that the school officials, in keeping with the spirit of the above declaration of the Board of Education, are and always have been interested in securing to the teachers not only their legal rights but fair, just, and sympathetic consideration."

SECTION II. CHANGES AMONG SCHOOL OFFICIALS

Each succeeding year regularly brings changes among the school officials who constitute the administrative and supervisory staff of the public-school system. Death has again taken from us a number of faithful and honored associates. In addition to termination of services on account of death, there have been changes due to retirement on an annuity and resignation of officers from service.

The record in this section of the annual report covers the death of Miss Frances S. Fairley, Mr. Ben W. Murch, and Miss Anna E. Thompson; the retirement of Miss Marian P. Shadd, Mr. John C. Nalle, Mr. A. H. Glenn, Miss Anne M. Goding, Miss E. M. Chase, and Miss C. G. Brewer, and the resignation of Miss Eva F. Wilson.

1. DEATHS

FRANCES S. FAIRLEY

The minutes of the meeting of the Board of Education held January 19, 1927, contain the following account of the death of Miss Fairley:

"It was with the deepest regret that the superintendent announced that Miss F. S. Fairley, principal fifth division, had died on January 16, 1927. A sketch of Miss Fairley's educational achievements, prepared by Assistant Superintendent Haycock, was offered by Superintendent Ballou, and ordered placed on the records and a copy of same, accompanied with an expression of the board's sympathy, was ordered sent to the next friend of the deceased.

"The death of Miss Frances S. Fairley, principal of the Park View School, comes as a distinct shock to school officers, to her professional associates, and to the parents of the Park View community. After an illness of three days, Miss Fairley died at the George Washington University Hospital Sunday morning, January 16, at 3 o'clock.

"Miss Fairley was well known throughout the city because of her success as administrative principal of one of the largest elementary schools in the District of Columbia, the only school operated on the platoon plan.

"In 1916, when the Park View School was built, Miss Fairley was chosen as its principal because of her pioneer work in this city as a community center leader. While principal of the Grover Cleveland School, Miss Fairley, with the assistance of Miss Margaret Wilson, and one of her teachers, Mrs. Cecil Norton Broy, organized the first community center in the District of Columbia. When the Park View School was planned the municipal architect was requested by community leaders in Park View to adapt the school in its construction and its equipment with facilities for community center activities. Her experience at the Cleveland School and her enthusiasm for community work made Miss Fairley the logical choice for the principal of the Park View School. The school soon became nationally known as a typical public-school community center. A community post office was established at the school and has been in operation there ever since.

"Later, in 1920, when the enrollment of the school ran up to over a thousand pupils and the school was taxed above its capacity, the grades above the second were platooned. Miss Fairley soon mastered the new organization and displayed in a remarkably efficient manner her administrative versatility and adaptability.

"As teacher or principal, Miss Fairley has served the public schools for nearly 50 years. She obtained her education in the public schools of this city and in private schools in Concord, N. H. On July 1, 1877, she was appointed to her first class in a two-room frame school in Congress Heights, 'at the race course near the asylum.' Thus the record reads in school archives. After four years she was assigned to Brookland, and three years later to a small school on the Bladensburg Road. After assignments to seventh and eighth grades at the Franklin and at the Force Schools, Miss Fairley became principal of the Phelps School in 1903. In 1911 she was transferred to the Grover Cleveland School and in 1916 to the principalship of the Park View.

"Few principals have endeared themselves to pupils, teachers, and school patrons as did Miss Fairley. The school at Park View has been the center of interest in that section ever since its erection, and its principal became a recognized community leader, known and beloved by the whole community."

BEN W. MURCH

The following statement was prepared by Assistant Superintendent Robert L. Haycock:

"Well known and beloved as a teacher and officer in the public schools of the District of Columbia, prominent in the civic life of the city and in Masonic fraternal bodies, the death of Ben W. Murch came as a distinct shock to his friends and associates. For more than 40 years he was active in the educational and civic development of the Nation's Capital. As supervisor of the schools in Georgetown and the western section of the city his name was known and honored in practically every home west of Rock Creek. A magnetic personality, genial and generous to a degree, Ben Murch won his way into the hearts of the children and teachers, and thus became generally recognized as one of the most popular officials of the public schools.

"Mr. Murch was ill only a few weeks. A severe cold contracted just before Easter developed into pneumonia. His death came rather unexpectedly at Georgetown University Hospital, Saturday evening, May 7, at 8.30. His two sisters, Mrs. M. J. Hutchinson and Miss Minnie E. Murch, with a few school officials and Masonic friends, were with him at the end. His daughter, Miss Olive Murch, lives in South Haven, Mich.

"A scion of sturdy New England stock, Mr. Murch was born at Carmel, near Bangor, Me., on June 29, 1858. His parents were Benjamin Grant and Louise Libbey Murch, who educated their son for a teaching career. After graduating from Carmel High School and the Maine Central Institute, Mr. Murch attended Yale and Bates College, receiving the degrees of A. B. and A. M. in 1882. He was principal of the academy at Derby, Vt., for several years. Mr. Murch married Miss Isa B. Foster in 1883. She died several years ago. In 1887 he came to Washington and was appointed principal of the Curtis School in Georgetown. He was transferred in 1892 to the Force School, then recognized as one of the most desirable posts among elementary principalships. Twelve years of meritorious service brought a promotion to assistant superintendent under William B. Powell in 1899. The next year a change of administration caused a number of shifts of school officials, and Mr. Murch became principal of the Franklin School, followed in 1901 by a transfer back to the principalship of the Force School. Another promotion came in 1908 when Mr. Murch was assigned as supervising principal of the second division. After the death of Mr. Bernard T. Janney, who for many years had been in charge of the Georgetown schools, Mr. Murch was transferred in 1916 to the first division, which includes all schools in Georgetown, Cleveland Park, Chevy Chase, Tenleytown, Wesley Heights, and the Conduit Road section. Mr. Murch's activities in the schools in addition to supervision included the direction of nature study and gardening, the safety of pupils, and the chairmanship of the textbook committee. A few years ago Mr. Murch was in charge of night schools, summer schools, and playgrounds. His wide professional experience and his familiarity with the varied activities of the schools made him a wise counselor and administrator. Throughout the school system he was recognized as an authority in the teaching of English grammar.

"His rise to city-wide recognition in educational circles was paralleled by his affiliation with Masonic fraternal bodies which conferred on him unusual honors. As a young man he came to Georgetown a Mason and became identified with the George C. Whiting Lodge, of which he became master, and later grand master of the District of Columbia. Likewise he rose to high rank in Potomac chapter, Royal Arch Masons, followed later by the thirty-second degree in the Scottish Rite, Washington Council. His Shrine affiliation was with Almas Temple, of which he was past recorder, and his Eastern Star membership was with Mizpah chapter, past patron and past grand patron.

"He was a member of the Georgetown Citizens' Association, the Washington Board of Trade, the Caravan Club, the National Geographic Society, the Federal Schoolmen's Club, and the Education Association of the District. He was a past president of the Maine State Association.

The funeral services were held in the Georgetown Presbyterian Church on Wednesday afternoon at 3 o'clock. Honorary pallbearers were Frank W. Ballou, superintendent of schools; Stephen E. Kramer, Robert L. Haycock, Raymond O. Wilmarth, Selden M. Ely, Walter B. Patterson, Ephraim G. Kimball, John A. Chamberlain, Harry O. Hine, Charles K. Finckel, Charles A. Johnson, and Henry W. Draper. The active pallbearers were fellow Masons of the George C. Whiting Lodge. The remains were taken to the old home in Maine. Representatives of the Masonic order and the public schools accompanied the family.

"Flags on the school buildings in the first division were flown at half-staff until after the funeral. The schools of that division were closed on Wednesday afternoon out of respect to their supervisor and in order that the teachers might attend the funeral."

ANNA E. THOMPSON

The following sketch of Miss Thompson's lengthy educational career was prepared by First Assistant Superintendent Garnet C. Wilkinson:

"The death of Miss Anna E. Thompson on February 24, 1927, ended approximately 40 years of continuous service in the public schools of the District of Columbia. Miss Thompson's original appointment as a teacher is dated September 1, 1887. On January 2, 1904, she was promoted to the principalship of the Slater School. When the Slater-Langston group principalship was created on September 15, 1920, this loyal and efficient teacher was elevated to this administrative position.

"A review of Miss Thompson's record shows a uniform standard of excellency. She was a teacher gifted with the power to challenge and inspire her pupils to put forth their best efforts to attain the better things in life. She was the highest type of teacher, a builder of character. Many of the boys and girls who sat at her feet for instruction are numbered among our most useful citizens. It was her rare personality and companionable nature which won and retained the respect, confidence, and friendship of pupils, teachers, and parents. Accordingly, until her last hour, she was a force in the general progress of the schools and the community.

"The loss of this devoted and capable worker is keenly felt by her associates and by all who are interested in public education."

2. RETIREMENTS

Marian P. Shadd, assistant superintendent of schools.

John C. Nalle, supervising principal.

At the meeting of the Board of Education held September 15, 1926, the superintendent presented the following statement prepared by First Assistant Superintendent Garnet C. Wilkinson regarding the retirement of Miss Shadd and Mr. Nalle after long and faithful service devoted to public education in Washington:

MEMORANDA CONCERNING MISS SHADD, AND MR. NALLE

"In re the retirement of Miss M. P. Shadd, assistant superintendent and chief examiner for divisions 10-13, and of Mr. J. C. Nalle, supervising principal of divisions 10-11.

"Miss M. P. Shadd, assistant superintendent of elementary schools and chief examiner of divisions 10-13, retires from service upon her own application, effective September 15, 1926.

"*Service record of Miss M. P. Shadd.*—Miss M. P. Shadd was appointed to the service on September 1, 1877. She was promoted to the principalship of the John F. Cook School in the late eighties, and to the principalship of the Lincoln School on September 1, 1892. On July 1, 1908, Miss Shadd was promoted from principal of the Lincoln School, twelfth division, to the position of supervising principal of the twelfth division, and on July 8, 1908, she was transferred to the position of supervising principal of the eleventh division, effective September 1, 1926. On December 17, 1924, Miss Shadd was promoted from supervising principal, eleventh division, to the rank of assistant superintendent in charge of elementary schools, and was designated chief examiner for division 10-13, effective December 18, 1924.

"Mr. J. C. Nalle, supervising principal of divisions 10-11, not desiring to take advantage of the rule permitting his continuance in office for another year, requests the Board of Education to retire him from the service on Saturday, September 18, 1926, the anniversary of his seventieth birthday.

"Service record of Mr. J. C. Nalle.—Mr. J. C. Nalle was appointed to the service on September 1, 1873. By action of the board of education on October 13, 1885, Mr. Nalle was promoted to the principalship of the Lincoln School; in 1893 he was transferred to the principalship of the Jones School; in 1894 he was transferred to the principalship of the Logan School; on July 17, 1900, he was transferred to the principalship of the Stevens School. At the meeting of the Board of Education held on September 10, 1902, Mr. J. C. Nalle was elevated to the rank of supervising principal and assigned to division 10.

"The action of the Board of Education in retiring Asst. Supt. M. P. Shadd and Supervising Principal J. C. Nalle separates from the service two of the most experienced and faithful school officials of divisions 10-13.

"The educational career of Asst. Supt. M. P. Shadd has been confined to the District of Columbia and falls short of the half-century mark only by months. The educational career of Supervising Principal J. C. Nalle was likewise confined to the District of Columbia and extends three full years beyond a half-century. In each case service has been continuous. In each case service has been characterized by efficiency, dignity, fidelity, and integrity.

"To spend a half century in honorable labor is a mark of distinction in itself. But where that labor has been, as in the cases now before the Board of Education, spent in educating the youth of America, the distinction is all the more unusual, unique, and peculiarly significant. Such is the record of both Miss M. P. Shadd and Mr. J. C. Nalle.

"The splendid school organization in divisions 10-13, the fine esprit de corps among our educational employees, the successful careers of thousands of former students and graduates of the public schools of Washington are after all the best evidence of the manner in which these two faithful and efficient public servants have discharged their duties.

"They go into retirement with the best wishes of their colleagues and with an expression of appreciation by the Board of Education in behalf of the public for the fine service they have rendered through the years."

A. H. GLENN, HEAD OF DEPARTMENT OF LANGUAGES

In submitting to the Board of Education on February 2, 1927, the request of Mr. A. H. Glenn for retirement, the superintendent transmitted the following statement prepared by First Assistant Superintendent Garnet C. Wilkinson:

"This office regrets to advise the Board of Education of the retirement of Mr. A. H. Glenn, head of the department of languages, divisions 10-13, because of ill health.

"Mr. Glenn was appointed as teacher of languages in the M Street High School in 1904. In 1906 he was promoted to the rank of head of the department of languages for the high schools of divisions 10-13, which office he held continuously until the date of his retirement, February 2, 1927. From September, 1912, until June, 1916, Mr. Glenn served as secretary of the board of examiners for divisions 10-13.

"As teacher, head of department, and as secretary for the board of examiners, Mr. Glenn always exhibited a high degree of efficiency and integrity. His views as an educator were always sound and progressive. He was an indefatigable worker.

"One of the best, among the many, contributions made by Mr. Glenn during his 22 years of service in the public schools of Washington was in connection with guidance of the boys and girls of our several high schools who were looking forward to college careers.

"It is a matter of record that for the past 20 years Mr. Glenn devoted a considerable portion of his time and energy to directing the undergraduate work of students preparing for college, and to the securing of scholarships in the leading universities in the North and in the West for worthy graduates of our local high schools."

ANNE M. GODING, PRINCIPAL OF WILSON NORMAL SCHOOL

At its meeting on June 29, 1927, the Board of Education received and placed in its records the following statement prepared by First Assistant Superintendent Stephen E. Kramer and submitted by the superintendent:

"Miss A. M. Goding was first appointed to service in the public schools of the District of Columbia in December, 1884, as a teacher of the sixth grade in the Henry School. She was later promoted to the seventh grade, Henry School, and then to the eighth grade in the Seaton School. Miss Goding was promoted to the position of principal of the Blake School in September, 1888, and in

April, 1893, she was again promoted to assistant in Normal School No. 1, which school was later designated as the James Ormond Wilson Normal School.

"In September, 1900, Miss Goding became principal of the James Ormond Wilson Normal School. In this position she has continuously served since 1900.

"Through a long and successful service in one of the most important and distinguished positions in the school system, Miss Goding has made an outstanding contribution to the success of our educational endeavor and to the welfare of this community.

"Her fine character and attainments will be a splendid force for good in this city for many years through the lives and services of the young women who have come under the direction and influence of Miss Goding."

ELLA M. CHASE, ADMINISTRATIVE PRINCIPAL, CURTIS-HYDE SCHOOL

At the meeting of the Board of Education on July 1, 1926, the superintendent presented the following statement prepared by Assistant Superintendent Robert L. Haycock regarding the service of Miss Chase:

"In recommending the retirement of Miss Ella M. Chase, administrative principal of the Curtis-Hyde School, first division, the superintendent desires to bring to the attention of the Board of Education a long record of efficient service rendered in our elementary schools.

"As teacher and later as principal Miss Chase has served continuously in the elementary field for more than 40 years. She began her work as a first-grade teacher in the old Montgomery Street School, in Georgetown, which was later displaced by the Corcoran School. In 1895 Miss Chase was promoted to the principalship of the Addison School, later she was transferred to the Curtis School, and in 1922 became the administrative principal of the Curtis-Hyde group.

"Miss Chase is well known and beloved in the Georgetown schools, to which she has given the greater part of her life. Her influence upon the boys she taught was especially gratifying.

"The superintendent wishes to recommend that the Board of Education congratulate Miss Chase on the culmination of a successful and useful career as teacher and officer. She now retires voluntarily and is one of the first to benefit by the more generous provisions of the retirement law recently approved by the President."

CLARA G. BREWER, ADMINISTRATIVE PRINCIPAL, JOHNSON-BANCROFT SCHOOL

The following statement covering the service of Miss Brewer was prepared by Assistant Superintendent Robert L. Haycock and presented by the superintendent at the meeting of the Board of Education on June 8, 1927:

"In submitting the request for retirement from Miss C. G. Brewer, administrative principal of the Johnson-Bancroft School, the superintendent desires to recommend to the Board of Education that it express its appreciation of the excellent service rendered by Miss Brewer as a teacher and officer in our public schools.

"Miss Brewer has taught continuously in our schools for a period of more than 40 years, during which time she has served as a teacher in practically all of the elementary grades and has rendered efficient service as a principal for more than 20 years. She was appointed as a first-grade teacher in Anacostia on September 18, 1886. Miss Brewer became principal of the Johnson School in 1906 and was designated as administrative principal on July 1, 1922.

"The superintendent wishes to commend the wholesome influence exercised by Miss Brewer as a teacher and principal, and recommends that this statement be spread on the minutes of the Board of Education and that a copy of the same be sent to Miss Brewer."

3. RESIGNATION

EVA F. WILSON, DIRECTOR OF DOMESTIC ART

The resignation of Miss Wilson, submitted to the Board of Education on November 3, 1927, was accompanied by the following statement:

Memorandum for Dr. F. W. Ballou:

I am submitting the resignation of Miss E. F. Wilson, director of domestic art, divisions 10-13, effective November 2, 1926.

Miss Wilson has served the public schools of the District of Columbia for 21 years. Originally appointed as teacher of domestic art in 1905, Miss Wilson was promoted to the rank of director of domestic art on February 27, 1913. She administered the affairs of the office of director of domestic art efficiently and faithfully.

Respectfully submitted.

G. C. WILKINSON,
First Assistant Superintendent of Schools.

4. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies occurring during the school year 1926-27:

EUGENE A. CLARK, ASSISTANT SUPERINTENDENT OF SCHOOLS

To fill the vacancy caused by the retirement of Miss Marion P. Shadd, Mr. Eugene A. Clark, principal of the Miner Normal School, was appointed on September 15. A statement, prepared by First Assistant Superintendent Garnet C. Wilkinson, of his education and professional experience follows:

Education.—Bachelor of arts, Williams College, 1908; diploma, Miner Normal School, 1909; master of arts, Columbia University, 1924; diploma, Columbia University, 1924 (for principal of normal school).

Professional experience.—Teacher, elementary schools, 1909-1914; critic teacher and demonstrator, Miner Normal School; 1914-1916; teacher of theory, Miner Normal School, 1916-1920; director of practice teaching, Miner Normal School, 1917-1920; acting principal, Miner Normal School, August, 1920-February, 1921; principal, Miner Normal School, 1921 to date.

JAMES A. TURNER, PRINCIPAL OF MINER NORMAL SCHOOL

To fill the vacancy caused by the promotion of Mr. Clark, Mr. James A. Turner was appointed principal of the Miner Normal School on September 15. At the time of his appointment Mr. Garnet C. Wilkinson submitted the following statement relating to his education and teaching experience:

Education.—B. S. degree, Clark University, Atlanta, Ga., 1909; A. M. degree, Cornell University, 1926; M. S. degree (honorary), Clark University, 1909.

Teaching experience.—Elementary schools: McDonough, Ga., summer term, 1902; Lutherville, Ga., summer term, 1903; Covington, Ga., summer term, 1904. High schools: Student instructor, Clark University, Atlanta, Ga., 1902-1906; Douglass High School, Baltimore, Md., 1913-1922. College teaching: Professor of biology and head of the department of science, Clark University, Atlanta, Ga., 1908-1913. Normal school teaching: Miner Normal School, Washington, D. C., 1922-1926, biology, methods in nature study, and supervision in practice teaching.

Other points worthy of note.—Passed the 6B (3B) promotional examinations in 1924. Served as a member of the board of entrance in charge of entering pupils for Miner Normal School since 1923. Member of the board of examiners.

E. F. G. MERRITT, SUPERVISING PRINCIPAL

To fill the vacancy caused by Mr. Nalle's retirement, Miss E. F. G. Merritt was appointed September 15. A statement submitted to the Board of Education at the time follows:

Education.—Public schools of Washington, D. C.; Howard University, four years, 1883-1887; Columbian University (now George Washington University), three years, 1887-1890.

Additional course.—Methods, Howard University, 1889-1892; Columbian University, 1895-1898, courses in psychology, child study, sociology; Normal School, Cook County, Ill., summer session, 1898; primary methods, psychology, child study, 1899, summer session; primary methods, nature study, arithmetic, child study, Cook County Normal School, 1899; graduated from Phoebe A. Hearst Kindergarten Training School, Washington, D. C., 1901; courses in French literature and language, Berlitz School of Languages, Washington, D. C., 1913-14; Columbia University, extension courses, 1921-1923, psychology, pedagogy, tests, and measurements; Howard University, A. M. (honorary), 1925.

Experience.—Appointed teacher in the public schools of Washington, September, 1876; principal of Banneker School, 1887-1896; principal of Garnet School, 1896-97; appointed director of primary instruction, 1897.

Experience outside of Washington public schools.—Howard University summer school, 1904, instructor in methods and mathematics; Howard University, evening classes, instructor, 1908, 1909, and 1914; Cheyney Institute, summer sessions, 1906–1920 (1913, 1915 excepted).

WILLA C. MAYER, DIRECTOR OF PRIMARY INSTRUCTION

The vacancy caused by the promotion of Miss Merritt was filled by the appointment, on September 15, of Mrs. Willa C. Mayer to be director of primary instruction in Divisions X–XIII. A statement of her education and professional experience, submitted to the Board of Education at the time of her appointment, follows:

Education.—Miner Normal School, 1915; Howard University, A. B. degree, 1926. Credits toward M. A. degree: Course in educational psychology of childhood, course in educational psychology of elementary school subjects, course in supervision in elementary grades.

Professional courses accounted for within A. B. degree.—Junior high-school organization, methods in writing, demonstration (kindergarten–eighth grade), educational tests and measurements, kindergarten and first-grade activities, project method, dramatization and pageantry, general supervision, vocational psychology.

Professional experience.—Teacher elementary schools, 1915 to date; demonstration teacher, Garrison School, September 1, 1925, to date.

ETHEL C. HARRIS, HEAD OF DEPARTMENT OF MATHEMATICS

The vacancy resulting from the promotion of Mr. Robert N. Mattingly to be principal of the Francis Junior High School was filled by the appointment, on January 5, 1927, of Miss Ethel C. Harris to be head of department of mathematics in Divisions X–XIII.

The sketch of Miss Harris follows:

"Miss E. C. Harris graduated from Howard University with the degree of B. S. in 1915. She received her A. M. degree from Columbia University in 1924. Since 1924 Miss Harris has pursued additional work with reference to the doctorate.

"In 1924 Miss Harris received from Columbia University a diploma as supervisor of mathematics.

"For two years, 1917–1919, Miss E. C. Harris taught at the Normal and Industrial Institute at Fredericksburg, Va.; for four years, 1919–1923, she taught at the Peabody High School, Petersburg, Va.; for the past three years, 1923–1926, Miss Harris has been employed as teacher of mathematics in the Armstrong Technical High School.

"Miss Harris has been serving as teacher in charge of educational guidance at the Armstrong Technical High School. She is also a member of the committee of teachers on mathematics for the senior and junior high schools.

"Miss Harris brings to the position of head of the department of mathematics a wealth of professional training in educational psychology, the teaching of mathematics, the principles of education, measurements in secondary education, and other professional courses.

"In speaking of her, one of her superior officers reports that Miss Harris 'possesses adequate teaching experience, has made an educational preparation which may be regarded as ideal, has exhibited initiative and forethought in the character of preparation.' Still another officer reports that Miss Harris is 'one of the best types of womanhood to be found in the teaching profession. Well trained, competent, and modest. * * * Believes in constant self-improvement. Especially well trained in her field. * * * A most deserving teacher. Thoroughly dependable.'"

CLYDE C. McDUFFIE, HEAD OF DEPARTMENT OF LANGUAGES

To fill the vacancy created by the retirement of Mr. Glenn, Mr. Clyde C. McDuffie was appointed head of department of languages on February 16, 1927. A sketch of Mr. McDuffie's educational professional work follows:

"Mr. C. C. McDuffie graduated from Williams College in 1912 with the degree of A. B. He completed a four-year college course in three years. He is a member of the Phi Beta Kappa Society.

"Mr. McDuffie has been a teacher of languages in the local high schools since 1913. He has been acting as the head teacher of languages at the Dunbar High School for several months recently during the illness of Mr. A. H. Glenn, who has just been retired from the position of head of the department of languages."

HENRY W. DRAPER, SUPERVISING PRINCIPAL

The vacancy created by the death of Mr. Murch was filled on June 8, 1927, by the appointment of Henry W. Draper, principal of the Langley Junior High School. A statement of the educational record of Mr. Draper follows:

"Mr. Henry W. Draper is a product of the public schools of the District of Columbia. On July 1, 1895, after graduating from the Wilson Normal School, he was appointed to a fourth-grade class in the Soldiers' Home School.

"For more than 20 years Mr. Draper was a teaching principal in the Washington elementary schools, serving at the Conduit Road School (1896-1898), the Reservoir School (1898-1906), and the Monroe School (1897-1915). In 1915 Mr. Draper was promoted to the administrative principalship at the Henry-Polk School, which position he filled for six years. Mr. Draper's next promotion came on May 1, 1923, when he was assigned to the principalship of the Langley Junior High School.

"Mr. Draper holds the degrees A. B. and A. M. from George Washington University, with a master's diploma in education. He also holds the degree of LL. M. from the National University."

ANNA D. HALBERG, PRINCIPAL OF WILSON NORMAL SCHOOL

The vacancy caused by the retirement on September 1, 1927, of Miss Goding was filled on June 29 by the appointment of Miss Anna D. Halberg, of the Maryland State Normal School at Towson, Md., to become effective September 1, 1927. A statement concerning Miss Halberg follows:

"Miss Halberg is a graduate of the State Normal School at Oshkosh, Wis., and holds the degrees of B. S. and A. M. from Teachers' College, Columbia University. She has also pursued graduate work at Teachers' College and Johns Hopkins University in Baltimore.

"Miss Halberg's experience consists of three years' teaching in a rural elementary school, two years' teaching in the primary department of a city elementary school, followed by two years as principal of a city elementary school. Then followed her work in teacher training, which in amount, quality, and character is unusual. For two years as teacher of English, history, and civics in a county normal school, six years principal of a teacher-training department in two different high schools in Wisconsin, in charge of the demonstration work one summer in the State normal school of Oshkosh, Wis., two years teacher of education and psychology in the Baltimore City Training School for Teachers, and since 1924 director of the student teaching in the State Normal School, Towson, Md. Her educational preparation is unusually rich and extensive, including all phases of primary, elementary, and teacher-training education in the fields of psychology, philosophy, method, supervision, and administration. Added to these is a varied line of academic courses which bespeak wide interest and make for cultural background.

"Miss Halberg is highly indorsed by the professors with whom she has worked at Teachers College, by the superintendent of schools of Baltimore with whom she has been associated for four years, and by the principal of the State Normal School, with which she is now connected. Her indorsements indicate her to have a fine philosophy of education, a thorough grounding in the fundamental principles and modern methods of education, and furthermore indicate her to be an excellent student, a fine teacher, and an able administrative and supervisory officer."

G. DERWOOD BAKER, PRINCIPAL OF LANGLEY JUNIOR HIGH SCHOOL

To fill the vacancy caused by the promotion of Mr. Draper, Mr. G. Derwood Baker, of St. Louis, was appointed principal of the Langley Junior High School. A statement of his education and experience follows:

"Mr. Baker received his A. B. degree from Pomona College in California in 1922 and his M. A. degree from Teachers College, Columbia University, in 1926.

Experience outside of Washington public schools.—Howard University summer school, 1904, instructor in methods and mathematics; Howard University, evening classes, instructor, 1908, 1909, and 1914; Cheyney Institute, summer sessions, 1906–1920 (1913, 1915 excepted).

WILLA C. MAYER, DIRECTOR OF PRIMARY INSTRUCTION

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Professional courses accounted for within A. B. degree.—Junior high-school organization, methods in writing, demonstration (kindergarten–eighth grade), educational tests and measurements, kindergarten and first-grade activities, project method, dramatization and pageantry, general supervision, vocational psychology.

Professional experience.—Teacher elementary schools, 1915 to date; demonstration teacher, Garrison School, September 1, 1925, to date.

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"For two years, 1917–1919, Miss E. C. Harris taught at the Normal and Industrial Institute at Fredericksburg, Va.; for four years, 1919–1923, she taught at the Peabody High School, Petersburg, Va.; for the past three years, 1923–1926, Miss Harris has been employed as teacher of mathematics in the Armstrong Technical High School.

"Miss Harris has been serving as teacher in charge of educational guidance at the Armstrong Technical High School. She is also a member of the committee of teachers on mathematics for the senior and junior high schools.

"Miss Harris brings to the position of head of the department of mathematics a wealth of professional training in educational psychology, the teaching of mathematics, the principles of education, measurements in secondary education, and other professional courses.

"In speaking of her, one of her superior officers reports that Miss Harris 'possesses adequate teaching experience, has made an educational preparation which may be regarded as ideal, has exhibited initiative and forethought in the character of preparation.' Still another officer reports that Miss Harris is 'one of the best types of womanhood to be found in the teaching profession. Well trained, competent, and modest. * * * Believes in constant self-improvement. Especially well trained in her field. * * * A most deserving teacher. Thoroughly dependable.'"

CLYDE C. McDUFFIE, HEAD OF DEPARTMENT OF LANGUAGES

To fill the vacancy created by the retirement of Mr. Glenn, Mr. Clyde C. McDuffie was appointed head of department of languages on February 16, 1927. A sketch of Mr. McDuffie's educational professional work follows:

"Mr. C. C. McDuffie graduated from Williams College in 1912 with the degree of A. B. He completed a four-year college course in three years. He is a member of the Phi Beta Kappa Society.

"Mr. McDuffie has been a teacher of languages in the local high schools since 1913. He has been acting as the head teacher of languages at the Dunbar High School for several months recently during the illness of Mr. A. H. Glenn, who has just been retired from the position of head of the department of languages."

HENRY W. DRAPER, SUPERVISING PRINCIPAL

The vacancy created by the death of Mr. Murch was filled on June 8, 1927, by the appointment of Henry W. Draper, principal of the Langley Junior High School. A statement of the educational record of Mr. Draper follows:

"Mr. Henry W. Draper is a product of the public schools of the District of Columbia. On July 1, 1895, after graduating from the Wilson Normal School, he was appointed to a fourth-grade class in the Soldiers' Home School.

"For more than 20 years Mr. Draper was a teaching principal in the Washington elementary schools, serving at the Conduit Road School (1896-1898), the Reservoir School (1898-1906), and the Monroe School (1897-1915). In 1915 Mr. Draper was promoted to the administrative principalship at the Henry-Polk School, which position he filled for six years. Mr. Draper's next promotion came on May 1, 1923, when he was assigned to the principalship of the Langley Junior High School.

"Mr. Draper holds the degrees A. B. and A. M. from George Washington University, with a master's diploma in education. He also holds the degree of LL. M. from the National University."

ANNA D. HALBERG, PRINCIPAL OF WILSON NORMAL SCHOOL

The vacancy caused by the retirement on September 1, 1927, of Miss Goding was filled on June 29 by the appointment of Miss Anna D. Halberg, of the Maryland State Normal School at Towson, Md., to become effective September 1, 1927. A statement concerning Miss Halberg follows:

"Miss Halberg is a graduate of the State Normal School at Oshkosh, Wis., and holds the degrees of B. S. and A. M. from Teachers' College, Columbia University. She has also pursued graduate work at Teachers' College and Johns Hopkins University in Baltimore.

"Miss Halberg's experience consists of three years' teaching in a rural elementary school, two years' teaching in the primary department of a city elementary school, followed by two years as principal of a city elementary school. Then followed her work in teacher training, which in amount, quality, and character is unusual. For two years as teacher of English, history, and civics in a county normal school, six years principal of a teacher-training department in two different high schools in Wisconsin, in charge of the demonstration work one summer in the State normal school of Oshkosh, Wis., two years teacher of education and psychology in the Baltimore City Training School for Teachers, and since 1924 director of the student teaching in the State Normal School, Towson, Md. Her educational preparation is unusually rich and extensive, including all phases of primary, elementary, and teacher-training education in the fields of psychology, philosophy, method, supervision, and administration. Added to these is a varied line of academic courses which bespeak wide interest and make for cultural background.

"Miss Halberg is highly indorsed by the professors with whom she has worked at Teachers College, by the superintendent of schools of Baltimore with whom she has been associated for four years, and by the principal of the State Normal School, with which she is now connected. Her indorsements indicate her to have a fine philosophy of education, a thorough grounding in the fundamental principles and modern methods of education, and furthermore indicate her to be an excellent student, a fine teacher, and an able administrative and supervisory officer."

G. DERWOOD BAKER, PRINCIPAL OF LANGLEY JUNIOR HIGH SCHOOL

To fill the vacancy caused by the promotion of Mr. Draper, Mr. G. Derwood Baker, of St. Louis, was appointed principal of the Langley Junior High School. A statement of his education and experience follows:

"Mr. Baker received his A. B. degree from Pomona College in California in 1922 and his M. A. degree from Teachers College, Columbia University, in 1926.

"Mr. Baker was freshman class adviser in Pomona College for one year, instructor in history and coach of the football team in Ridgewood High School, New Jersey, for two years, and instructor in social science in the John Burroughs School, of St. Louis, for two years. Mr. Baker has heretofore served at Teachers College as Professor Johnson's assistant and will do so again this summer.

"Mr. Baker has pursued the following courses in preparation for a junior high school principalship: Philosophy of education with Professor Kilpatrick; the superintendent and principal as supervisors of instruction by Superintendent Scott; supervision of secondary instruction with Professor Briggs; administrative problems of the high school with Professor Johnson; improvement of instruction in secondary schools with Professor Johnson; organization and administration of the junior high school with Professor Briggs; modern educational theory in the junior high school with Professor Fretwell; bearing of recent psychology on educational theory with Professor Raup."

The increasing importance of the administrative principal in the public-school system of Washington prompts the superintendent to include in his annual report for the first time this year a list of persons appointed to administrative principalships during the year.

Administrative principals of elementary schools are appointed from rated lists established by the respective board of examiners. Accordingly no detailed statement of the qualifications of persons appointed to this position are presented to the Board of Education when such appointments are made.

JOSEPH P. GILLEM, PRINCIPAL OF CARDOZO-BELL

On June 25, 1926, Mr. Joseph P. Gillem was appointed principal of the Cardozo-Bell Schools, vice Miss J. E. Page, who was transferred to the New Bell School.

CORA A. OSSIRE, PRINCIPAL OF CURTIS-HYDE

On September 1, 1926, Miss Cora A. Ossire was appointed principal of the Corcoran-Jackson Schools, and immediately transferred to the principalship of the Curtis-Hyde School, vice Miss Lou E. Ballenger, who was transferred to the Corcoran-Jackson.

MARY E. SHORTER, PRINCIPAL OF SLATER-LANGSTON

On March 3, 1927, Miss Mary E. Shorter was appointed administrative principal of the Slater-Langston Schools, to succeed Miss A. E. Thompson, deceased.

A. GRACE LIND, PRINCIPAL OF JOHNSON-BANCROFT

On July 1, 1927, Miss A. Grace Lind was appointed administrative principal of the Johnson-Bancroft Schools, to succeed Miss Clara G. Brewer, retired.

5. APPOINTMENTS TO NEW POSITIONS DUE TO REORGANIZATION

As vacancies occur in the administrative and supervisory staff, the school authorities give consideration to any possible reorganization of the staff or of the school system in the interests either of efficiency or of economy. Several such reorganizations took place during the school year 1926-27.

HOWARD H. LONG, CHIEF EXAMINER

As a means of equalizing the work of the assistant superintendents respectively in charge of elementary schools and educational research in Divisions X-XIII, the assistant superintendent in charge of elementary schools was relieved of being chief examiner of the board of examiners and the assistant superintendent in charge of educational research was appointed chief examiner. Thus on September 15, 1926, Mr. Howard H. Long became chief examiner in Divisions X-XIII.

JULIA W. SHAW, DIRECTOR OF HOUSEHOLD ARTS

By the resignation of Miss Eva F. Wilson as director of domestic art, the opportunity was presented of consolidating the departments of domestic art and

domestic science. The school officials and the Board of Education have long been conscious of the desirability of such a consolidation.

Accordingly, in the interests of efficiency, on January 5, 1927, the two departments in Divisions X-XIII were consolidated into the department of household arts, and Mrs. Julia W. Shaw, formerly director of domestic science, was made director of the new department.

P. J. RAYFORD, DIRECTOR OF ELEMENTARY SCIENCE AND SCHOOL GARDENS

With salary released by the abandonment of the department of domestic art, the department of elementary science and school gardens was created in Divisions X-XIII.

Mr. P. J. Rayford, who for some years has been teacher in charge of school gardens, was made director of the new department.

In accordance with the long-established policy to consolidate small schools and to create administrative principalships when opportunity presented itself for so doing, seven such principalships were created during the school year 1926-27.

ROSE G. CARRAHER, PRINCIPAL OF FAIRBROTHER-BOWEN

On July 1, 1926, the Fairbrother-Bowen Schools were joined, and Miss Rose G. Carraher was appointed administrative principal of the consolidated schools.

ALICE M. CLAYTON, PRINCIPAL OF SEATON-BLAKE

On July 1, 1926, the Seaton-Blake Schools were grouped, and Miss Alice M. Clayton was appointed administrative principal of the consolidated schools.

LOU E. BALLENGER, PRINCIPAL OF CORCORAN-JACKSON

On July 1, 1926, Miss Lou E. Ballenger was appointed administrative principal of the Curtis-Hyde Schools, effective September 1. Before the schools opened in September, Miss Ballenger was transferred to the principalship of the Corcoran-Jackson Schools, which on that date were consolidated under one principal.

FLORENCE E. MORTIMER, PRINCIPAL OF EDMONDS-MAURY

On September 1, 1926, the Edmonds-Maury Elementary Schools were consolidated, and Miss Florence E. Mortimer was appointed administrative principal of the group.

MARY A. DILGER, PRINCIPAL OF GALES-ARTHUR

On January 20, 1927, the Gales-Arthur Schools were joined to create a group, and Miss Mary A. Dilger was appointed administrative principal of the group.

ALEXANDRA L. GALESKI, PRINCIPAL OF THE GRANT-WEIGHTMAN

On January 20, 1927, the Grant-Weightman Elementary Schools were grouped, and Miss Alexandra L. Galeski was appointed administrative principal of the consolidated schools.

EVELYN A. CHASE, PRINCIPAL OF BRIGGS-MONTGOMERY

On March 3, 1927, the Briggs-Montgomery Schools were joined under one principal, and Miss Evelyn A. Chase was appointed administrative principal of the group.

6. APPOINTMENTS TO FILL NEW POSITIONS

With the establishments of new schools, certain new positions are necessitated. Three such positions were created during the past year.

CLAUS J. SCHWARTZ, PRINCIPAL OF STUART JUNIOR HIGH SCHOOL

On December 1, 1926, Mr. Claus J. Schwartz was appointed principal of the Stuart Junior High School when organized. A statement of Mr. Schwartz's qualifications follow:

"Mr. Claus J. Schwartz received from George Washington a bachelor of arts degree in 1908 and a master of arts degree in 1909. Before coming to Washington he was a teacher and head of department in the Polytechnic Preparatory School of Brooklyn, N. Y.

"Mr. Schwartz was appointed to the Eastern High School on September 1, 1907, and has served continuously in that school to the present date. He was promoted to the Group B salary on September 1, 1913.

"Mr. Schwartz has had many opportunities to demonstrate his ability as an administrative officer and a leader. He has had charge of the following activities in the Eastern High School: Adviser in rifle shooting since 1909; chairman of military committee since 1913; treasurer of all subsidiary funds since 1919; chairman of the lunch room committee since 1920. In all of these activities Mr. Schwartz has been highly successful.

"Mr. Schwartz's ability has been recognized by his professional associates through his service for three years as treasurer of the Federal Schoolmen's Club, two years as treasurer of the High School Teachers' Association, and recently elected president of the High School Teachers' Association for the school year 1926-27.

"Mr. Schwartz has made a special study of the aims, methods, and organization of junior-high schools in preparation for a principalship by the pursuit of courses at George Washington University in the summer of 1924 and the school year 1924-25."

ROBERT N. MATTINGLY, PRINCIPAL OF FRANCIS JUNIOR HIGH SCHOOL

The new position necessitated by the opening of the Francis Junior High School was filled by the appointment on December 1, 1926, of Mr. Robert N. Mattingly as principal.

A statement of Mr. Mattingly's educational preparation and experience follows:

"Mr. Robert N. Mattingly received the A. B. degree from Amherst College in 1905. He has also completed one-half of the major requirements for the degree of master of arts in education from Teachers' College, Columbia University.

"Mr. Mattingly has been head of the department of mathematics in Divisions X-XIII since 1906 and has uniformly been given the highest rating by his supervisory officers. He has further demonstrated his administrative and supervisory ability in the principalship of the Dunbar summer school from 1922 to 1924. Mr. Mattingly has made special preparation for a junior high-school principalship by pursuing courses on junior high-school organization and teaching at Teachers' College, Columbia University, and the University of Chicago."

ELIZABETH K. PEEPLES, PRINCIPAL OF BRIGHTWOOD SCHOOL

On July 1, 1926, Mrs. E. K. Peeples was appointed administrative principal of the new Brightwood School, which was opened on that date.

OTHER APPOINTMENTS AND ASSIGNMENTS

One other appointment and one assignment are of such importance as to justify mention in the annual record of the school year.

Miss Esther Scott, of the nature study corps, was appointed teacher in charge of nature study in Divisions I-IX, vice Mrs. E. K. Peeples, promoted to an administrative principalship.

Mr. William McQueeney was promoted from engineer at the Central High School to assistant superintendent of janitors.

SECTION III. REORGANIZATION OF THE NORMAL SCHOOLS

Regularly in Section III of his annual report, the superintendent discusses the subject which in his judgment represents the most outstanding development during the year. While difficulty might be encountered in some years in making a selection of the subject to be so characterized, it is easy to make the selection for the school year 1926-27. Without question, the subject in 1926-27 which means most to public education in Washington is the reorganization of the Washington normal schools.

Accordingly, the superintendent makes record of the steps taken leading to the reorganization of the Washington normal schools effective July 1, 1927, as follows:

1. The superintendent's report and recommendation to the board, January 6, 1926.
2. The Board of Education's letter to United States Commissioner of Education, Dr. John J. Tigert, January 8, 1926.
3. Commissioner Tigert's letter to the Board of Education, June 28, 1926.
4. The superintendent's report on the bureau's recommendations, March 30, 1927.

1. THE SUPERINTENDENT'S REPORT AND RECOMMENDATION TO THE BOARD, JANUARY 6, 1926

To the Members of the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: On October 29, 1925, the superintendent called the attention of the members of the Board of Education to the annual reports of the first assistant superintendents, Messrs. Kramer and Wilkinson, relating to the Wilson and Miner Normal Schools, which they respectively supervise.

The greatly increased enrollments in these schools in recent years, the limited capacity of the buildings and instructional facilities, and the inability of the elementary school system wholly to absorb the present graduates of these two professional training schools for teachers make it clearly apparent that the future policy for these schools should be determined at an early date.

The first assistant superintendents have submitted to me the following statement, outlining the general problem as they see it, and suggesting questions to which answers are desired.

THE PROBLEM AND QUESTIONS

The fact that the normal schools are nearing their maximum enrollment and that the graduates annually completing their work at these schools have reached a number more than sufficient to supply the annual need for teachers in the local schools seem to make it appropriate that certain questions be proposed concerning the policy to be adopted in the future conduct of these schools.

1. These schools are the result of the administration of a succession of capable and devoted principals and the suggestion that a consideration of future policies be given should carry with it no thought that the wisdom and efficiency of present and past administrations are being called into question. We should determine the future policies of these schools by a careful and thoughtful comparison of the existing courses and instruction procedure with similar courses and procedure in other city training schools of the first rank. We must determine whether the automatic admission of pupils to these schools upon the receipt of a high-school diploma is an adequate procedure for the procurement of students possessing the qualities of successful teachers. The per capita cost of instruction is relatively high and it seems fair to inquire whether, in justice to the citizens of the District of Columbia, these pupils ought not to be selected upon some basis which would give a fair prognosis of success in the future service of these pupils as teachers.

2. The question of the relative weight between instruction leading to skill in the art of teaching and those steps designed to bring about a mental attitude and appreciation of teaching as a science must be determined.

3. In view of the assured expansion of the school system and the need of constantly adapting our educational procedure to meet the modern ideals of teacher training, it seems appropriate at this time to determine how far the procedure which has served in the past is adequate to meet the demands of the future.

4. It may be pertinent to make inquiries similar to the following:

(1) Should the normal schools restrict their preparation of teachers to the local demand, or should they extend their facilities to those who would teach outside the District of Columbia?

(2) Should the enrollment of students in the normal schools be limited? If so, upon what basis shall the limitation take place?

(3) Should the normal schools attempt to meet the demands for teachers in all classes and types of elementary service?

(4) Should the normal schools prepare teachers for work above elementary level?

(5) Should the normal-school course be extended to three or to four years leading to a degree?

(6) What are the objectives of the several curricula as now offered by the normal schools?

(7) Do the objectives sought determine the course of study? Are the courses differentiated on the basis of desired ends?

(8) Is there a close articulation between theory and practice?

(9) Are the students in the several courses selected on the basis of specific aptitudes and previous preparation?

(10) Does the organization provide for a graded system of practice teaching extending from the beginning to the end of the normal school course?

(11) Are the facilities for observation, participation, and practice teaching adequate to meet the demands of the course of study?

(12) Are the number of students too great for the practice facilities?

(13) Do the teaching loads permit effective work?

(14) Is the equipment satisfactory to meet instructional needs?

(15) Is the number of graduates who actually enter and remain in the teaching profession a sufficiently great proportion of the total number of the graduates to justify the cost of maintaining so large a student body?

5. With an appropriate time and an excellent source of experienced advice and counsel at hand we should avail ourselves of the opportunity to secure for the benefit of our schools the assistance of the Federal Bureau of Education in evaluating our existing normal-school courses and offering suggestions concerning modifications, extensions, and enrichment of our curriculum.

In accordance with the suggestions made by Messrs. Kramer and Wilkinson, I recommend that the Board of Education extend an official invitation to the United States Bureau of Education to make a survey of the Wilson and Miner Normal Schools and undertake to furnish the board with facts and recommendations which will indicate what the future policy for these schools should be.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

2. THE BOARD OF EDUCATION'S LETTER TO THE UNITED STATES COMMISSIONER OF EDUCATION, DR. JOHN J. TIGERT, JANUARY 8, 1926

Dr. JOHN J. TIGERT,

United States Commissioner of Education,

Washington, D. C.

MY DEAR DOCTOR TIGERT: At the meeting of the Board of Education held January 6, 1926, Dr. Frank W. Ballou, the superintendent of schools of the District of Columbia, directed the attention of the board to the present status of our two normal schools, the Wilson and the Miner, indicating the advisability of having some changes therein.

The problems and questions raised were given in considerable detail, and concluded with a recommendation that an invitation be extended to the United States Bureau of Education to have a survey made of these two schools, with particular reference to the questions raised in the superintendent's "fifteen points" on which information is desired. It will then be the purpose of the superintendent of schools to have the board take whatever action seems desirable in outlining the future policy to be followed in our normal-school courses.

The Board of Education unanimously approved the recommendation of the superintendent and the board officially extends to the bureau an earnest invitation to make the desired survey. In compliance with the instruction of the board I have the honor of transmitting the full file, the superintendent's report to the board, for your guidance. You may be assured that the superintendent of schools and his staff of assistants will at all times be ready to render help and information in your investigations.

Very respectfully,

HARRY O. HINE, *Secretary.*

3. Commissioner Tigert's letter to the Board of Education, June 28, 1926:

MR. HARRY O. HINE,

*Secretary Board of Education of the District of Columbia,
Franklin School Building, Washington, D. C.*

MY DEAR MR. HINE: Upon January 8, 1926, the Board of Education of the District of Columbia invited the United States Bureau of Education to make a survey of the two public normal schools of the District. I accepted this invitation under date of January 13, 1926, and appointed the following committee to conduct the work: Dr. Arthur J. Klein, chief of the division of higher education; Mr. W. S. Deffenbaugh, chief of the city school division; and Mr. L. R. Alderman, specialist in adult education.

I transmit herewith a summary of the more important recommendations and conclusions of the committee. These recommendations are based upon careful examination and study of the District of Columbia and other city normal schools and are approved by me.

This summary will be supplemented at a later date by a detailed report embodying the facts and other considerations leading to these conclusions and presenting also comparisons and information in regard to the normal schools maintained by municipalities comparable to that of the District of Columbia. Pending preparation of their final report it will be possible to discuss specific items of this summary with authorized agents of the school board of the District of Columbia, if it is desired.

Cordially yours,

JNO. J. TIGERT, *Commissioner.*

"4. The superintendent's report on the bureau's recommendations, March 30, 1927:

"To assist the Board of Education in the consideration of the various recommendations made by the United States Bureau of Education regarding the Wilson and Miner Normal Schools, the superintendent submits herewith the recommendations of the Bureau of Education, together with certain proposed resolutions and orders relating to the aforementioned recommendations.

"The suggested resolutions submitted relate to present practices in the normal schools which are indorsed by the United States Bureau of Education. These resolutions have the force and effect only of establishing a record of the approval of the Board of Education of the recommendation and the present practice in the normal schools which it indorses.

"The orders submitted relate to modifications in the present practice in our normal schools and are submitted as a suggested means of putting into effect the recommendations of the Bureau of Education.

"These resolutions and orders have been considered by the superintendent and the assistant superintendents, in consultation with the principals of the normal schools, and are submitted by the superintendent as the consensus of opinion of all.

"The recommendations, resolutions, and orders will be found in the accompanying pages."

"These in the order given hereafter were considered and action taken thereon:

"I. THOSE RECOMMENDATIONS RELATING TO THE ORGANIZATION OF THE NORMAL SCHOOLS

"A. Scope of the program of the normal schools

"The United States Bureau of Education makes the following recommendation, in item No. 16, of the summary:

"For the present the normal schools of the District of Columbia should confine themselves to the preparation of teachers for the kindergarten and elementary-school grades."

"The formal approval of this recommendation of the bureau, which indorses the present practice of our normal schools, is carried in the following resolution:

"Resolution No. I

"*Resolved*, That it is the sense of this board that from and after July 1, 1927, the two normal schools shall continue to prepare teachers for the service in kindergartens and in the grades of the elementary schools, and for the present shall not undertake to prepare teachers for junior high, senior high, or vocational schools.

"On the above item the teachers' union approved while the Federation of Citizens' Associations and the District of Columbia Public School Association requested its omission entirely.

"The vote of the board adopted the resolution.

"*B. Length of normal-school course*

"The United States Bureau of Education makes the following recommendation in item 8 of the summary:

"The normal-school course should be extended to three years for the preparation of kindergarten and elementary school teachers."

"The passage of the following order will put this recommendation into effect:

"Order No. I

"*Ordered*, That pupils entering the Wilson Normal School or the Miner Normal School from and after July 1, 1927, shall be required to pursue a three-year course in preparation for teaching in kindergarten or in the grades of the elementary schools.

"The order was adopted.

"*C. The unification of kindergarten and primary grades*

"The United States Bureau of Education makes the following recommendation as item No. 4 of the summary:

"The kindergarten and primary grades should be considered as one unit."

"Passage of the following order will put this recommendation into effect:

"Order No. II

"For the purposes of the course of study and for that purpose only it is

"*Ordered*, That the program of instruction of the Wilson Normal School and of the Miner Normal School from and after July 1, 1927, shall be so organized as to cover the teacher training for kindergarten and the first two grades as a unit.

"*Special note*.—It should be recognized that the foregoing orders concern matters of course of study only. Administrative procedure must be made the subject of board orders to be submitted at a future date.

"The order was adopted.

"*D. Graded observation in practice teaching*

"The United States Bureau of Education makes the following recommendation as item No. 3 of the summary:

"A graded system of supervised observation and practice teaching should be made a part of the teacher-training work in both normal schools."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

"Resolution No. II

"*Resolved*, That it is the sense of this board that from and after July 1, 1927, the two normal schools shall continue a graded system of supervised observation and practice teaching.

"The resolution was adopted.

"E. Articulation with the school system"

"The United States Bureau of Education makes the following recommendation as item No. 15 of the summary:

"Frequent conferences should be held between the instructors in the normal schools and the city school supervisors in order that instruction in the several subjects in the normal schools may be coordinated closely with the standards and practices maintained in the city-school system. Direct supervision of the normal schools should be assigned to the assistant superintendents in charge of elementary schools."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

"Resolution No. III"

"Resolved, That it is the sense of this board that the closest cooperation should be maintained between the principal and the faculty of the normal school, on the one hand, and the supervisors of instruction, the principals of schools, and classroom teachers throughout the system, on the other, to the end that the graduates of the normal school may be prepared when appointed to take up their work as teachers with the minimum of necessary adjustment.

"The resolution was adopted.

*"II. THOSE RECOMMENDATIONS RELATING TO THE COURSES OF INSTRUCTION OF THE NORMAL SCHOOLS"**"A. Extension of physical-training course"*

"The United States Bureau of Education makes the following recommendation as item No. 6 of the summary:

"The physical-training course should be extended to at least three periods a week throughout the course."

"The formal approval of the following resolution will indorse this recommendation of the bureau:

"Resolution No. IV"

"Resolved, That it is the sense of this board that the physical-training course in the normal schools be sufficiently broad and intensive to encourage proper health habits in the normal-school students during their course of training, to provide prospective teachers on graduation from the normal school with preparation in subject matter and methods of teaching as will qualify them to teach health habits and physical training to children in kindergarten and elementary grades, and to enable prospective teachers to develop in their pupils the proper attitude toward ideals of physical development.

"The resolution was adopted in principle.

"B. Extension of course in home economics"

"The United States Bureau of Education makes the following recommendation as item No. 5 of the summary:

"A course in home economics extending through one year should be given at the Wilson Normal as part of the regular normal-school work. The two years' home-economics course at the Miner Normal should be extended to three years."

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau:

"Resolution No. V"

"Resolved, That it is the sense of this board that a course in home economics so organized and conducted as to acquaint the students with the sources, value, and cost of food, clothing, and shelter materials, and as a background for the proper presentation of instruction in industrial arts in the elementary schools shall be prescribed for all pupils in the normal schools as a part of their general preparation for teaching.

"The resolution was adopted.

"C. Extension of courses for (a) practice teachers, and (b) teachers in service

"The United States Bureau of Education makes the following recommendation as item No. 11 of the summary:

"A practice teacher-training course open to practice teachers and to those who wish to qualify as such should be offered by both normal schools.

"Both normal schools should offer extension work for teachers already in service.' Item No. 14 of the summary.

"The passage of the following order looks toward putting these recommendations into effect.

"Order No. III

"Ordered, That the superintendent be, and is hereby, requested to investigate and report on the possibility of providing in the Wilson Normal School and in the Miner Normal School extension course for training of practice teachers and extension courses for the improvement of teachers in service, together with the estimated additional cost, if any, which the offering of such courses would involve.

"Order No. III was approved.

*"III. THOSE RECOMMENDATIONS RELATING TO THE FACULTIES OF THE NORMAL SCHOOLS**"A. Supervision of practice teaching*

"The United States Bureau of Education makes the following recommendation as item No. 9 of the summary:

"At least one supervisor of practice teaching should be provided for each of the normal schools.'

"The passage of the following order looks toward putting this recommendation into effect.

"Order No. IV

"Ordered, That the superintendent of schools be, and is hereby, requested to investigate and report to the board on the question of the desirability or necessity for the assignment of a teacher in each normal school to the supervision of practice teaching, and, if found desirable, whether or not salaries are available for such positions.

"Order No. IV was approved.

"B. Eligibility requirements of Normal school-teachers

"The United States Bureau of Education makes the following recommendation as item No. 10 of the summary:

"All new appointees to the academic teaching positions in the Normal schools should be required to have the master's degree, including at least 30 semester hours of professional work, and in addition two or more years of successful teaching experience. Practice teachers, both in the practice school and in the regular school system should be required to have special training for their work as practice teachers.'

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. VI

"Resolved, That it is the sense of this board that candidates for teaching positions in the normal school should possess broad academic scholarship in the field in which they teach, and adequate professional scholarship, together with a high quality of demonstrated teaching ability.

"The resolution was adopted.

*"IV. THOSE RECOMMENDATIONS RELATING TO THE PUPILS OF THE NORMAL SCHOOLS**"A. Admission of students*

"The United States Bureau of Education makes the following recommendation as item No. 1 of the summary:

"The Board of Education of the District of Columbia should, through the superintendent of schools, select the students for the normal schools. Only those

students ranking in the upper half of their class for at least the last two years of high school should be admitted without examination. As at present, a physical examination should be required. A personal characteristic score card should be prepared and used to rate members of the high-school class seeking admission to the normal schools.

"Graduates of high schools outside the District should be admitted only by examination."

"The passage of the following resolution does not approve of this recommendation of the bureau.

"Resolution No. VII

Resolved, That it is the sense of the Board of Education, after having duly considered the aforementioned recommendation, and having given due consideration to the effect of the lengthening of the normal-school course to three years and of the limited number of teachers who are likely to be appointed from the graduating class of June, 1927, that it is inadvisable at this time to limit the admission of pupils to the normal schools in September, 1927, in accordance with the foregoing recommendation.

"On the motion to approve Resolution No. VII some discussion ensued. The three organizations that presented briefs on the survey did not concur in all the details enumerated by Doctor Tigert. The present capacity of the two normal schools was ascertained. On the question of students not able to pass the physical test the propriety of carrying such students to graduation was raised. All the members concurred in the view that no entrance restrictions should be imposed next year, as it appears evident that the extension from a two-year to a three-year course will check the normal flow of students to this lengthened professional course.

"The resolution was approved.

"B. Normal school training open to District graduates

"The United States Bureau of Education makes the following recommendation as item No. 2 of the summary:

"The District should provide teacher training facilities for all graduates of its high schools who are residents of the District provided they meet all admission requirements."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

"Resolution No. VIII

Resolved, That it is the sense of the Board of Education that the teacher-training facilities of the normal schools should be available for all graduates of the Washington high schools, who are residents of the District, provided they meet the requirements for admission and are able to pursue successfully the prescribed courses of study in the normal schools.

"The resolution was approved.

"C. Tuition for nonresidents

"The United States Bureau of Education makes the following recommendation as item No. 13 of the summary:

"Nonresident students should be required to pay a tuition fee equal at least to the pupil per capita cost of maintaining the normal schools."

"The approval of this recommendation is contained in the following resolution.

"Resolution No. IX

Resolved, That it is the sense of the Board of Education that the practice heretofore followed of establishing a tuition fee on the basis of the per capita cost of maintaining the normal schools should be continued from and after July 1, 1927.

"The resolution was approved.

"V. THOSE RECOMMENDATIONS RELATING TO THE LIBRARIES OF THE NORMAL SCHOOLS

"The United States Bureau of Education makes the following recommendation as item No. 7 of the summary:

"The libraries of both normal schools should be reconditioned so that they will contain up-to-date books and periodicals in sufficient numbers to constitute suitable professional libraries."

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. X

"Resolved, That it is the sense of this board that the library in each normal school should be reconditioned to the extent that it may be necessary in order that it may constitute a suitable professional library for students of the normal school, particularly looking toward an increase in the professional books and educational periodicals dealing with professional aspects of education.

"The resolution was approved.

"VI. THOSE RECOMMENDATIONS RELATING TO THE APPOINTMENTS TO THE NORMAL SCHOOLS

"The United States Bureau of Education makes the following recommendation as item No. 12 of the summary:

"In order to mitigate the deleterious effects of "inbreeding," a certain proportion of the supervisors and principals hereafter needed should be from outside the District of Columbia school system."

"The passage of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. XI

"Resolved, That it is the sense of the Board of Education that from and after July 1, 1927, the Board of Education should continue the policy heretofore prevailing of appointing the best qualified person available for teaching or supervisory positions in the Washington schools, preference being given to persons already in the school service, in the case of equal qualifications.

"The resolution was approved."

SECTION IV. DETERMINING WHO ARE SUPERIOR TEACHERS

The teachers' salary schedule which was enacted by Congress for the District of Columbia and became effective on July 1, 1924, provides for a higher salary schedule for superior teachers found in the elementary schools, junior high schools, senior high schools, or normal schools, as follows:

	Minimum salary	Annual increase	Maximum salary
Elementary school (class 1):			
Group A.....	\$1, 400	\$100	\$2, 200
Group B.....	2, 300	100	2, 600
Junior high school (class 2):			
Group A.....	1, 600	100	2, 400
Group B.....	2, 500	100	2, 800
Group C.....	1, 800	100	2, 800
Group D.....	2, 900	100	3, 200
Senior high and normal schools (class 3):			
Group A.....	1, 800	100	2, 800
Group B.....	2, 900	100	3, 200

Class 2, Group A and B, schedules are for teachers in junior high schools who possess eligibility qualifications lower than senior high-school teachers but higher than elementary-school teachers.

Class 2, Groups C and D, Schedule 3, are for teachers in junior high schools who possess eligibility qualifications corresponding to those of teachers in senior high schools.

Group B salaries in classes 1, 2, and 3, and Group D salaries in class 2, are the salaries specifically provided for superior teachers.

WHAT SUPERIOR SALARIES ARE FOR

This provision for higher salaries for superior teachers is based upon the assumption that a portion of the teachers, through highly successful experience and higher professional preparation while in service, are entitled to receive a higher salary than teachers who meet a minimum eligibility requirement and achieve only average success in teaching.

The law provides that teachers shall be promoted to the high-salary schedule "on the basis of such evidence of superior teaching and increased professional attainments as the Board of Education may prescribe." The law further provides "that no person shall be eligible for promotion to the salary schedule for superior teachers who has not received for at least one year the maximum salary of the lower schedule."

While the new salary schedule went into effect July 1, 1924, no teachers reached the maximum of the Group A or Group C schedule until the school year ending June 30, 1927.

ACTION OF TEACHERS' COUNCIL

In anticipation of the time when teachers would be eligible for promotion to the Group B schedule, on January 12, 1926, the superintendent invited the Teachers' Council to make a study and report a plan for determining what

teachers should be considered eligible and qualified for promotion to the salary schedule established for superior teachers. The superintendent submitted the following statement to be considered by the council in its deliberation on this subject:

"It seems proper to indicate some general principles which, in my judgment, should be observed in formulating this plan of promotion to Group B salaries.

"1. Whatever plan is devised for evaluating the qualifications of individuals for promotion to Group B, that plan should make provision for giving each individual a discriminating rating.

"This appears to the superintendent to be a necessity, since the number of persons promoted to Group B salaries must depend upon appropriations, and since, further, the number of such salaries available never corresponds to the number of persons who have reached the maximum salary of Groups A and C.

"2. The names of persons qualified and eligible for promotion to Groups B and D within any salary class should be arranged in an eligible list in accordance with their respective ratings.

"The superintendent believes that the same practice in establishing an eligible list which has prevailed in the original appointment of teachers to service should likewise prevail with respect to promotions to Group B salaries.

"3. The plan of promotion to Group B salaries should make such provision for advancement of persons within the several salary classes as will deal fairly with the persons in the various groups.

"For example, the rights of the small number of persons employed as librarians in class 4 must be as definitely conserved, protected, and respected as are the rights of the persons who constitute our largest group of teachers, namely, those in salary class 1 of the elementary schools."

After considering the matter several months the Teachers' Council reported to the superintendent the following plan for evaluating the credentials of teachers to determine their superiority:

PLAN FOR PROMOTION OF TEACHERS TO GROUP B, CLASSES I, III, AND IV, AND TO GROUP D, CLASS II, APPROVED BY THE TEACHERS' COUNCIL AND SUBMITTED TO THE SUPERINTENDENT APRIL 20, 1926

I. Before being eligible for promotion to Group B, classes 1, 3, and 4, and to Group D, class 2:

1. A teacher must have reached the maximum of his group.
2. His last three ratings from rating official must have been "E" or "E. S."
3. He must have been in the Washington schools for the five years preceding consideration for promotion to a higher group.

II. Promotions shall be based on:

1. Scholarship	20
2. Success in teaching	40
3. Experience	10
4. Value to school outside of classroom	10
5. Personal equipment	10
6. Professional spirit and leadership	10

Explanation

I. Scholarship (20) includes:

- (a) Preparation for position held over and above entrance requirements, and acquired since appointment to present position.
- (b) Courses taken in education and in subjects leading to a better preparation for the position held at time promotion is under consideration.
- (c) Reading courses pursued in education or bearing a direct relation to subject or subjects taught since appointment to present position.
- (d) Contribution to cause of education through articles published.

- II. Success in teaching (40) includes: (a) All factors considered in annual rating.
- III. Experience (10) includes: (a) Two credits up to 10 credits are given for each year's service over and above the service required for reaching the maximum of Group A or Group C. To receive this credit, however, the teacher's rating for the given year must be at least "E."
- IV. Value outside of classroom (10) includes:
- (a) Work in extra curricular activities.
 - (b) Ability in routine record work, work as section teacher, or equivalent.
 - (c) Cooperation with principal and other supervisory officers.
- V. Personal equipment (10) includes: (a) Appearance, health, voice, industry, self-control, promptness, punctuality, tact, personality, initiative, adaptability, and judgment.
- VI. Professional spirit and leadership (10) includes: (a) Interest in school as a whole, knowledge of home conditions of pupils, cooperation with officials, civic and community interest, membership in educational and professional organizations, attendance at educational meetings.

CONSIDERATION BY ADMINISTRATIVE OFFICERS

This report was received by the superintendent and referred to the respective boards of examiners for white schools and colored schools and to the assistant superintendents. After due consideration the administrative officers came to the conclusion that before competent judgment could be passed upon any plan for the promotion of superior teachers a definition of superior teachers and superior teaching would have to be set up. Accordingly, the superintendent and his assistant superintendents drafted the following definition of a superior teacher:

"A superior teacher is one who renders superior service to the child whom she teaches, to the school in which she teaches, to the local community which she serves, and to the District of Columbia as a whole. A superior teacher is one who possesses broad scholarship; who is thoroughly familiar with present-day educational theory and practice in the line of work which she teaches; who is doing constructive educational work of the highest order in carrying out the established educational program in the school where she teaches; who is actively and constructively promoting the educational welfare of the community in the vicinity of her school; and who participates in the improvement of education in the District of Columbia as a whole."

On January 18, 1927, this definition was referred to the teachers' council for consideration. The superintendent advised the council that the administrative officers would be glad to have suggestions for the modification either by elimination from or addition to the aforementioned definition.

The delegates of the teachers' council took up this definition with their respective constituent bodies.

At a meeting of the teachers' council held February 10, 1927, the definition stated above was approved by vote of the council.

BOARDS OF EXAMINERS

By the rules of the Board of Education the boards of examiners are charged with the responsibility for prescribing the conditions of and for holding examinations for promotion from one salary class to another. Following the acceptance of this definition of a superior teacher the boards of examiners worked out

the following general schedule covering the written and oral examination and the apportionment of credits for credentials:

VII. SCOPE OF WRITTEN AND ORAL EXAMINATION AND THE APPORTIONMENT OF CREDITS

	Maximum number of credits	
	Distributed	Total
A. Recorded success in teaching.....		310
Determined by the 5 official discriminated ratings in the office of the superintendent, immediately prior to the date of the examination considering only the marks ES, E, VG (ES, 65; E, 50; VG, 35). NOTE.—ES has been given for 4 years. When it has been given for 5 years or over the number of credits under this plan will be 325.		
B. Familiarity with present-day educational theory and practice related to the teacher's line of work.....		200
Determined by a written examination, 1 hour in length.		
C. Educational preparation.....		100
Accredited college or normal school educational courses over and above eligibility, taken during the past 15 years, not to exceed 10 in number, viz, graduate educational courses, maximum 9, or each, 90 (Ph. D., 10 credits); other educational courses, maximum 6, or each, 60 (AM, 4 credits). Courses are classified into the 4 groups given below. The maximum value of a course will be given if in the first group; 1 less if in the second group; 2 less if in the third group; 3 less if in the fourth group:		
Group 1. Those in the teacher's line of work.		
Group 2. Those in subjects allied to the teacher's line of work.		
Group 3. General courses in educational psychology and the profession of teaching.		
Group 4. Other educational courses.		
D. Approved constructive educational work.....		100
Constructive, well-organized written educational investigations and plans made to official superiors and by them deemed worthy of adoption to carry out or improve the established educational program of the local schools or of the system as a whole, including contributions made to the work of important educational committees and individual investigations.		
1. Investigations.....	50	
Covering any or all of the following: Methods of teaching; organization and management of school and line of work; educational welfare of local school community.		
2. Plans.....	50	
Covering any or all of the following: Methods of teaching; organization and management of school and line of work; educational welfare of local school community.		
E. Professional interest and growth (other than under C and D above).....		75
1. College or normal school courses over and above eligibility other than under C above, not to exceed 10 courses, 4 credits each.....	40	
2. Publications or manuscripts on educational subjects.....	20	
3. Affiliations with educational associations.....	6	
4. Travels.....	9	
F. Civic interest (distinct from special educational work).....		50
1. Civic associations and similar associations.....	30	
(a) Membership, maximum, 6; (b) participation, maximum, 24.		
2. Lectures, articles, etc., prepared, of a nonprofessional nature, maximum, 5, 2 credits each.....	10	
3. Other outside contacts.....	10	
G. Assigned work other than teaching.....		50
H. Personal equipment of a superior teacher.....		115
Determined by questions on any of the foregoing parts of the examination or matters pertinent thereto.		
Total.....		1,000

As will be observed, the examination consisted largely of the valuation of credentials submitted in the form of claims. The board of examiners determined that these claim sheets must be filed by April 29, 1927. The written examination covering "Familiarity with present-day educational theory and practice" was held May 13.

The oral examinations of those candidates qualifying otherwise in the examination were held during the first two weeks of June. The final results of the examinations were reported to the Board of Education at its meeting on June 15, 1927.

A rating in the examination is good for two years. The examination will be held annually and the names of successful candidates will be merged with the existing list of eligibles according to ratings.

Teachers are grouped within their respective salary classes, but appointments are made in order of rank, regardless of such salary classification.

While it is generally recognized that the administration of a salary schedule for superior teachers is a very difficult problem, it is gratifying to record the fact that almost complete unanimity was reached with regard to every detail of the procedure set up for determining who are superior teachers. It is to be further noted that there is very general satisfaction among the teachers and officers concerned with the manner in which the boards of examiners organized and conducted the examinations.

WRITTEN EXAMINATION

The following is a list of the questions submitted to each candidate regardless of whether she was a teacher in the kindergarten, elementary school, junior high school, senior high school, or in a special department:

"With controlling emphasis upon the subject you teach and explicitly pointing it out discuss:

"1. The most important objectives to be realized by efficient instruction and supervision in your line of work (24 minutes; 80 credits).

"2. State briefly the most important developments in present-day educational theory and practice related to your line of work (24 minutes; 80 credits).

"3. Write the names of those who are recognized leaders in the United States making important professional contributions to your line of work, viz (12 minutes, 40 credits):

"A. Writing articles or books.

"B. Making suggestions or recommendations that have led to improvements in courses of study.

"C. Writing textbooks or library reference books which have improved the content of the subject matter."

Approximately 250 teachers were on the maximum salary of the lower schedules during the school year ending June 30, 1927, and were, therefore, eligible for entering the examination for promotion to the higher salary class. Of this number 56 entered the examination and 41 passed. A minimum of 700 points out of a possible 1,000 points was established as a passing rating.

SECTION V. THE ASSIGNMENT OF CERTAIN JUNIOR HIGH-SCHOOL TEACHERS TO SALARY CLASS 2, GROUP C

It is not the purpose to discuss the issues involved in the case of certain junior high-school teachers whose assignment to salary class 2, Group C, was the result of a decision of the Comptroller General; rather it is the purpose to make here an available record of the official papers which brought about such an assignment.

This section contains the following official papers relating to the case:

1. Decision of Comptroller General, March 5, 1926.
2. Decision reaffirmed by Comptroller General, June 14, 1926.
3. Further interpretation by Comptroller General, February 14, 1927.
4. Instructions from the auditor, February 17, 1927.
5. Superintendent of school and special committee of Board of Education recommend rescindment of passage of all previous orders on the matter. March 2, 1927.
6. Superintendent of schools and special committee of Board of Education recommend, and board approves, adoption of a procedure. March 2, 1927.

1. DECISION OF COMPTROLLER GENERAL, MARCH 5, 1926

WASHINGTON, March 5, 1926.

The PRESIDENT BOARD OF COMMISSIONERS, DISTRICT OF COLUMBIA.

SIR: Consideration has been given your letter of December 30, 1925, requesting upon a question presented as follows:

"Should the teachers in the junior high schools of the District of Columbia be placed in classes 3, 4, and 5, prior to the passage of the act of June 4, who possessed the eligibility requirements of teachers in the elementary schools and who, in addition, had met the higher eligibility established by the Board of Education for teachers in the junior high schools, be placed in class 2C as provided in section 6 of paragraph E of the act of June 4, 1924; or should they remain as classified by the superintendent of schools?"

The act of June 4, 1924 (43 Stat. 367), recognized the establishment of the junior high schools in the District of Columbia. Prior to that time such schools were conducted in connection with the school program as an experiment. Teachers possessing the eligibility requirements of teachers in the elementary schools and who had met the additional requirements specified by the Board of Education were detailed for duties in such schools. It appears that these teachers had been placed in classes 4 and 5 under the provisions of the salary schedule provided in the act of June 20, 1906 (34 Stat. 316), and received the salaries of such classes until June 30, 1924, when the school authorities allocated them to class 2, Group A, under their interpretation of the provisions of section 6, paragraph (d), of the act of June 4, 1924 (43 Stat. 372). It is urged by certain of these teachers that they should have been allocated under section 6, paragraph (e), of the act in view of the fact that they possessed the eligibility requirements referred to in said paragraph on June 30, 1924.

The act of June 4, 1924 (43 Stat. 367-375), provides in part as follows:

"That on and after July 1, 1924, the salaries of teachers * * * of the District of Columbia shall be as follows:"

Section 1 embodies Article I, which is entitled "Salaries of teachers and school librarians" and names the salaries for various groups, and also embodies Article II, which is entitled "Salaries of administrative and supervisory officers" and names the salaries of the various classes.

Article III is entitled "Classification and assignment of employees" and contains section 2.

Article IV is entitled "Method of assignment of employees to salaries" and embodies sections 4, 5, and 6.

Article V is entitled "Method of promotion of employees" and embodies sections 7, 8, 9, and 10.

Article VI is entitled "Accompanying legislation" and embodies sections 11 to 19.

The particular provisions of the enactment applicable to the present matter are as follows:

"Class 2.—Teachers in junior high schools.

"A teacher in the junior high schools who possesses the eligibility requirements of teachers in the elementary schools and who in addition has met the higher eligibility requirements established by the Board of Education for teachers in junior high schools shall be paid in accordance with the following schedules:

"Group A.—A basic salary of \$1,600 per year, with an annual increase in salary of \$100 for eight years, or until a maximum salary of \$2,400 per year is reached.

* * * * *

"A teacher in the junior high school who possesses the eligibility requirements of teachers in the senior high and normal schools shall be paid in accordance with the following schedules:

"Group C.—A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for ten years, or until a maximum salary of \$2,800 per year is reached.

"SEC. 2. That the Board of Education is hereby authorized, empowered, and directed, on recommendation of the superintendent of schools, to classify and assign all teachers, school officers, and other employees to the salary classes and positions in the foregoing salary schedules: * * *

* * * * *

"SEC. 6. That teachers, school officers, and other employees in the service of the Board of Education on July 1, 1924, shall be placed in the salary classes and positions of the foregoing schedules as follows:

* * * * *

"(d) From teachers in junior high schools, possessing the eligibility requirements of teachers of elementary schools, classes 3, 4, and 5, under the act of June 20, 1906, as amended, to class 2, Group A, of the foregoing schedule.

"(e) From teacher in junior high schools possessing the eligibility requirements of teachers of senior high schools, class 6, Group A, under the act of June 20, 1906, as amended, to class 2, Group C, of the foregoing schedule.

* * * * *

"SEC. 9. That every teacher in the service on July 1, 1924, except as herein otherwise provided, and every teacher thereafter appointed, shall be assigned to Group A of the class to which eligible or to Group C of class 2, and shall be promoted to Group D of class 2 or Group B of any class on the basis of such evidence of superior teaching and of increased professional attainments as the Board of Education may prescribe: * * *."

Section 6 comes under Article IV of the enactment, which Article IV is entitled "Method of assignment of employees to salaries," and it is to be observed the question does not involve promotions—which seems to have influenced somewhat the view of the school authorities in their interpretation—but that matters of promotion are a separate article in the enactment, Article V, which is entitled "Method of promotion of employees."

The enactment, paragraphs (d) and (e) of section 6, quoted, divided the teachers of the junior high schools into two classes according to their qualifications, viz, those "possessing the eligibility requirements of teachers of elementary schools," and those "possessing the eligibility requirements of teachers of senior high schools." In paragraph (d) the eligibility requirements of the first class were described or referred to parenthetically, as "classes 3, 4, and 5 under the act of June 20, 1906, as amended," and in paragraph (e) the eligibility requirements of the second class were described or referred to parenthetically as "class 6, Group A, under the act of June 20, 1906, as amended." This division into the two classes of teachers having requirements of elementary or senior high schools did not require or impose a condition that the teachers should have been in such classes on or prior to June 30, 1924, to entitle them to assignment to the classes named, but had relation principally to requirements as teachers; i. e., elementary or senior high schools, respectively.

If the teachers referred to in this submission were teachers in junior high schools as classes 3, 4, and 5 under the act of 1906, but actually possessed on

June 30, 1924, the eligibility requirements of teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to assignment on July 1, 1924, to class 2, Group C, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto.

The question submitted is answered accordingly.

Respectfully,

J. R. McCARL,

Comptroller General of the United States.

2. DECISION REAFFIRMED BY COMPTROLLER GENERAL JUNE 14, 1926

WASHINGTON, June 14, 1926.

THE PRESIDENT, BOARD OF COMMISSIONERS, DISTRICT OF COLUMBIA.

SIR: Consideration has been given to your letter of May 7, 1926, requesting reconsideration of decision of March 5, 1926, with respect to the allocation of certain junior high-school teachers, District of Columbia, to the proper salary classes as prescribed by the act of June 4, 1924 (43 Stat. 367).

The question of which decision was previously requested was stated in your letter of December 30, 1925, as follows:

"Should the teachers in the junior high schools of the District of Columbia placed in classes 3, 4, and 5, prior to the passage of the act of June 4, 1924, who possessed the eligibility requirements of teachers in the elementary schools and who, in addition, had met the higher eligibility established by the Board of Education for teachers in the junior high schools, be placed in class 2C as provided in section 6 of paragraph E of the act of June 4, 1924, or should they remain as classified by the superintendent of schools?"

The answer in the decision was as follows:

"If the teachers referred to in this submission were teachers in junior high schools as classes 3, 4, and 5 under the act of 1906, but actually possessed on June 30, 1924, the eligibility requirements of teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to assignment on July 1, 1924, to class 2, Group C, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto."

The request for reconsideration states as follows:

"The question at issue in this case is whether or not the petitioning teachers have met the higher eligibility requirements necessary for appointment as teachers in the senior high schools. The aforementioned decision does not positively assert that in the judgment of the Comptroller General the aforementioned teachers did possess the eligibility requirements of teachers of senior high schools.

"The answer to the above question is important, not merely from the standpoint of this limited number of teachers but from the standpoint of its effect on teachers now employed, or who may hereafter be employed in the schools of the District of Columbia.

"If the decision is limited or can be limited to the group of persons already employed in our schools, the decision is of limited importance. If, however, the decision may be construed as meaning that any teacher in our elementary schools on a class 1A salary, or any teacher in our junior high schools on a class 2A salary who, during her teaching, pursues courses leading to a degree, or in other manner similar to the manner in which the petitioning teachers have qualified for higher positions, are to be considered eligible to promotion to higher salary classes, and said promotion is to be made without examination conducted by the board of examiners, or without any administrative action on the part of the superintendent of schools and the Board of Education, then this decision of the Comptroller General, now under consideration, becomes of overwhelming importance. It is because of this possible effect of the decision that further evidence is submitted by the auditor of the District of Columbia, in accordance with an informal conference with the solicitor of the Comptroller General's office."

It is further contended that the teachers did not possess the eligibility requirements of teachers in senior high schools for the reason, first, that they have never presented their credentials to the board of examiners, to have determined the question of their eligibility for appointment in the senior high schools; second, that they had not passed the examination prescribed by the board of examiners as required by the act of June 20, 1906 (34 Stat. 318); and, third, that under the provisions of the rules of the Board of Education

they can not be appointed to such a position except as their respective names stand No. 1 on a rated list for such appointment. There are quoted three paragraphs from the act of June 20, 1906, having to do with the "appointment, promotion, transfer, or dismissal" of public-school officers and teachers, citing also a court decision relative to the right of a teacher to appointment after having taken the required examination and having been placed at the head of the rated list. Three general questions are stated believed as involved in the application of the decision of this office.

There is nothing to justify the assumption that the decision of March 5, 1926, is, or was intended to be, applicable to promotions, transfers, or appointments. It dealt only with allocations as of July 1, 1924. There was but one question before this office for decision—whether teachers who on June 30, 1924, were in junior high schools holding teaching positions in classes 3, 4, and 5 as fixed by the act of June 20, 1906, and possessing eligibility requirements of teachers of senior high schools, could be allocated to class 2C as provided by section 6, paragraph E, of the act of June 4, 1924 (43 Stat. 372). There was not involved the question of appointment, promotion, transfer, or dismissal of such teachers or of teachers and officers generally. It was exclusively a matter of allocation of teachers holding existing positions, having a certain status and possessing certain qualifications on June 30, 1924, to the proper class as fixed by the act of June 4, 1924, effective July 1, 1924. And no other question was considered or decided in the decision. Note particularly the paragraph on page 4 of the decision which reads:

"Section 6 comes under Article IV of the enactment, which Article IV is entitled 'Method of assignment of employees to salaries,' and it is to be observed the question does not involve promotions—which seems to have influenced somewhat the view of the school authorities in their interpretation—but that matters of promotion are a separate article in the enactment, Article V, which is entitled 'Method of promotion of employees.'"

The file previously before this office, including an opinion of the corporation counsel of the District of Columbia, then submitted, showed that the teachers did possess the eligibility requirements for teachers of senior high schools. It is believed the term "eligibility requirements" within the meaning of section 6, paragraph E, of the act of June 4, 1924, refers more particularly to the prescribed scholastic attainments and teaching experience. These matters were susceptible of determination for purposes of allocating teachers in existing positions to the new salary classes irrespective of the fact that the teachers had not taken a competitive examination. Following to its logical conclusion, what is now urged in the request for reconsideration on the basis that only those teachers who had taken a competitive examination and were placed on a rated list for teaching in senior high schools possessed the "eligibility requirements" within the meaning of section 6, paragraph E, of the statute, there would have been only one teacher on June 30, 1924, who would have had the "eligibility requirements." That one would have been the teacher in the junior high schools who had taken the competitive examination for a senior high-school teacher and stood at the head of the rated list. I can not agree that such was the intent or purpose of the enactment.

The decision of March 5, 1926, must be and is affirmed.

Respectfully,

J. R. McCARL,

Comptroller General of the United States.

3. FURTHER INTERPRETATION BY COMPTROLLER GENERAL, FEBRUARY 14, 1927

WASHINGTON, February 14, 1927.

THE PRESIDENT BOARD OF COMMISSIONERS
OF THE DISTRICT OF COLUMBIA,

Washington, D. C.

SIR: There has been received your letter of February 7, 1927, relative to the application of the decisions of this office of March 5, 1926 (5 Comp. Gen. 692), and June 14, 1926 (5 id. 977), in the allocation of junior high-school teachers under the provisions of the act of June 4, 1924 (43 Stat. 367).

You have stated that the application of said decisions as of July 1, 1924, will in some cases require immediate and also ultimate increases and decreases in the salary rates of the teachers, necessitating in some cases immediate refunds to the Government. Accompanying your submission is a schedule of amounts of immediate and ultimate increases and decreases in the salary rate of the 36 junior high-school teachers involved.

The cited decisions of this office held that if junior high-school teachers in classes 3, 4, and 5, under the act of 1906, actually possessed, on June 30, 1924, the eligibility requirements of the teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to allocation on July 1, 1924, to class 2, Group C, under the provisions of the act of June 4, 1924, *supra*, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto. No other question was considered or decided in said decisions. Such placement as of July 1, 1924, of the teachers with the eligibility requirements stipulated was a matter of statutory direction, with no discretion whatever in a board of education or otherwise.

In view of the saving clause against reduction in the salary of teachers appearing in section 4 of the act of June 4, 1924, *supra*, the proper placement of such teachers in class 2, Group C, as of July 1, 1924, in accordance with the decisions hereinbefore cited, would not have caused any reductions in salary. And in view of the provisions of the statute for annual longevity increases in salary, the basis for the computations submitted so as to result in an immediate or ultimate decrease in salary of some of the teachers is not apparent. The facts on the basis of which the computations submitted show immediate and ultimate increases and decreases in the salary rates of teachers by an application of the decision of this office have not been disclosed. But if the computations are correct, whether as a result of the application of the decision of this office or to correct other erroneous applications of the basic statute originally made in allocating teachers' positions or in fixing initial salary rates, the salary rates would now appear to be for adjustment for pay periods beginning hereafter. The situation does not present any necessity to adjust salary rates retroactively effective. That which has been done heretofore under the administrative view of the statute need not now be disturbed. (4 Comp. Dec. 478; 14 *id.* 116; 6 Comp. Gen. 89, 92.)

Respectfully,

J. R. McCARL,
Comptroller General of the United States.

4. INSTRUCTIONS FROM THE AUDITOR, FEBRUARY 17, 1927

WASHINGTON, February 17, 1927.

Dr. F. W. BALLOU,
*Superintendent of Public Schools,
Washington, D. C.*

MY DEAR DOCTOR BALLOU: I am forwarding herewith a copy of a decision rendered by the Comptroller General of the United States to the commissioners, dated February 14, 1927, with reference to the application of the decision of that office of March 5, 1926 (5 Comp. Gen. 692), and June 14, 1926 (5 Comp. Gen. 977), in the matter of the allocation of certain junior high-school teachers under the provisions of the act of June 4, 1924.

You will note that the Comptroller General concludes his decision with a statement to the effect that "the salary rates would now appear to be for adjustment to pay periods beginning hereafter," and that "the situation does not present any necessity to adjust salary rates retroactively effective." In other words, the Comptroller General's conclusion is that that which has been done heretofore under our administrative view of the law need not now be disturbed.

I am suggesting that if practicable, the salary adjustments brought about through the application of the Comptroller General's decisions be made effective beginning with February 1, 1927, and I do not believe there would be justification for carrying out the thought expressed by Mr. Kramer, with which I will admit I agreed at the time, that the adjustment should carry over to the period beginning with March 1, 1927.

Of course, under the decision of the Comptroller General transmitted herewith, there will be no reimbursement by the teachers where overpayments would occur as the result of the application of the Comptroller General's decision. But in the other cases, where teachers have been underpaid and will be entitled to increased salaries beyond those heretofore certified, there is the chance that such teachers may desire to file separate claims with the auditor covering the additional amounts to which they would respectively be entitled for the period beginning with July 1, 1924. The auditor will entertain such claims.

Very truly yours,

D. J. DONOVAN,
Auditor of the District of Columbia.

5. SUPERINTENDENT OF SCHOOLS AND SPECIAL COMMITTEE OF BOARD OF EDUCATION
RECOMMEND RESCINDMENT OF PASSAGE OF ALL PREVIOUS ORDERS ON THE
MATTER, MARCH 2, 1927

In order to comply with the decision of the Comptroller General dated March 5, 1926, as subsequently modified and interpreted by the Comptroller General, the superintendent recommends the adoption by the Board of Education of the following order:

"Rescind all orders of the Board of Education issued on June 24, 1926, as amended by orders issued on September 15, 1926, and February 16, 1927, affecting teachers placed in 2A salary class on July 1, 1924, and involved in the decision of the Comptroller General dated March 5, 1926, and subsequent modifications and interpretations thereof.

"Respectfully submitted.

"S. E. KRAMER,

"Acting Superintendent of Schools."

"Approved:

"CHARLES F. CARUSI,

"HENRY GILLIGAN,

"Special Committee."

6. SUPERINTENDENT OF SCHOOLS AND SPECIAL COMMITTEE OF BOARD OF EDUCATION
RECOMMEND, AND BOARD APPROVES, ADOPTION OF A PROCEDURE MARCH 2, 1927

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: In order to comply with the decision of the Comptroller General dated March 5, 1926, as subsequently modified and interpreted by the Comptroller General, the superintendent recommends the adoption by the Board of Education of the following order:

1. That the Board of Education rescind its former action taken on July 1, 1924, assigning the following teachers to salary class 2A: Mr. A. S. Rucker, Miss Norma E. Boyd, Mrs. J. T. Maloney, Miss M. V. Ruby, Miss Muriel A. Milton, Mrs. G. S. Johnson.

2. That the following teachers are hereby assigned to salary class 2C to take effect on and after July 1, 1924, at the salaries hereinafter stated, to take effect on and after February 1, 1927: Mr. A. S. Rucker, \$2,200 per annum; Miss Norma E. Boyd, \$2,100 per annum; Mrs. J. T. Maloney, \$2,400 per annum; Miss M. V. Ruby, \$2,400 per annum; Miss Muriel A. Milton, \$2,000 per annum; Mrs. G. S. Johnson, \$2,100 per annum.

3. That the superintendent of schools is hereby directed to make available to all teachers employed in the junior high schools copies of the decisions of the Comptroller General dated March 5, 1926, with all subsequent modifications and interpretations thereof by the Comptroller General.

4. That the superintendent of schools is hereby directed to notify all teachers employed in the junior high schools that the Board of Education will take the necessary steps to grant any teacher the benefits of the decision of the Comptroller General under the following conditions:

(a) That the teacher file written application with the superintendent of schools on or before May 1, 1927.

(b) That the teacher present evidence that she was a teacher in a junior high school in the District of Columbia on June 30, 1924, and on that date possessed the eligibility requirements of teachers of senior high schools under class G, Group A, of the act of 1906, as defined in the decision of the Comptroller General dated March 5, 1926.

(c) That the teacher shall agree in writing to accept the salary adjustments made necessary by her assignment to class 2C, said adjustments to be effective on and after February 1, 1927.

5. That the superintendent of schools is directed to advise all teachers employed in the junior high schools that while the adjustments of their salaries under the decision of the Comptroller General are made effective on and after February 1, 1927, nothing in these adjustments shall be construed to prevent any teacher from filing claim for an adjustment of her salary for the period prior to February 1, 1927, and that the superintendent of schools will transmit any such claim filed with him to the auditor of the District of Columbia.

Respectfully submitted.

S. E. KRAMER,

Acting Superintendent of Schools.

Approved:

CHARLES F. CARUSI,

HENRY GILLIGAN,

Special Committee.

SECTION VI. WHAT SCHOOL OFFICIALS ARE SAYING AND DOING

Each officer in the school system annually submits a report covering some of the major activities in his or her department. Because of the number and scope of those reports, it is impracticable to print them in the superintendent's annual report to the Board of Education. These reports contain valuable information concerning the activities of the school system and are made use of by the superintendent and other officials from time to time.

In preceding years the superintendent has selected certain annual reports for publication as a part of his report. This year a different procedure is being followed.

In this section of the annual report, the superintendent has incorporated quotations from the annual reports of most of the school officials. In making the selections the superintendent has been desirous of providing the public with worth-while information concerning the educational activities of the school system. Other portions of the annual reports of officers might have served the purpose as well as the selections which have been made.

DIRECTORS OF SPECIAL SUBJECTS AND DEPARTMENTS

DRAWING

The course of study that is being organized for elementary and junior and senior high schools is built upon the following objectives: To develop in all children the ability to recognize art quality wherever found, to develop the desire for art quality in their personal possessions, their homes, and community, to develop discriminating judgment in the selection of material things of life, and to develop the ability to express creatively through the application of art principles.—*Ethel Bray*, director, Divisions I-X.

The art program is developed through a stimulation of self-expression in illustration and design with the use of clay, wood, paint, paper, and other art media. The child thinks and reasons through his plan and execution in so far as his past experiences and creative power will permit. As the need and desire for help arise guidance in the use of art media and the principles of design is given.—*Rosa L. Nixon*, director, Divisions X-XIII.

DOMESTIC ART AND DOMESTIC SCIENCE

It is not possible to make all the visits that should be made; it is necessary to decide where and when the director can most effectively be of service and go to those places regardless of the urge sometimes to go where she needs only to visit and observe. A number of visits have been made to various schools, which have not been to teachers; other matters of business make such calls necessary. The routine clerical work, securing and writing specifications, requisitions, giving examination, etc., has been part of the director's duties.—*Ida F. O'Neal*, director, Divisions I-IX.

The work given to the special classes and the sixth grade is commonly called "housekeeping," while that given to the seventh, eighth, and ninth grades is spoken of as "cooking," although in each the underlying principles for the selection and purchase of materials; the science basis for workmanship; and the fundamental principles of nutrition are taught.—*Emma S. Jacobs*, director, Divisions I-IX.

HOUSEHOLD ARTS

The outstanding feature of the departments of domestic science and domestic art during the past school year was the organization of a department of household arts. Due to the resignation of the director of domestic art, the two departments were combined and put under the supervision of the director of domestic science who was designated as director of household arts. By this, the public schools of Washington have taken a step toward the progressive opinions of the leaders in the field of home economics.—*Julia W. Shaw*, director, Divisions X-XIII.

KINDERGARTENS

The number of kindergartens is steadily increasing, however, so that at present there are very few neighborhoods where children are unable to begin their school life in a kindergarten.

A new and different type of study class was organized in the second semester in cooperation with the District of Columbia Parent-Teacher Association. This was a preparatory class for leaders in parental education and was composed of mothers from different local centers and a large group of kindergarten teachers. The topics for study and discussion were selected by Dr. Lois Meek, Mrs. Lady, of the Parent-Teacher Association, and the director of kindergartens. The class met at the Public Library every two weeks.—*Catharine R. Watkins*, director, Divisions I-IX.

Our aim is to afford opportunity for the development, practice, and appreciation of those traits which society so sorely needs for its general welfare.—*Imogene Wormley*, director, Divisions X-XIII.

MANUAL TRAINING

There are several factors which affect the success of the shopwork, but, as in other subjects, the really essential one is the teacher. There is a definite content to be drawn upon for units of instruction, beginning with fundamentals and progressing as far as time permits. These units may be embodied in a variety of projects. The function of a course of study is to indicate which units are important and to suggest projects by which they may be taught in proper sequence and by accepted methods.—*John A. Chamberlain*, director, Divisions I-IX.

The aim of the industrial arts as presented in the elementary shops is to give opportunity for motor activity and contact and experience with tools and materials related to real life activities. In the junior high schools, the aim is to offer opportunity for exploration to discover through a variety of courses and materials the interests and aptitudes of pupils. The vocational school aims for definite vocational preparation.—*Oliver W. McDonald*, director, Divisions X-XIII.

MUSIC

Much work has been done on courses of study during the past two years. The junior high, the junior high appreciation, the senior high, and the senior high appreciation are now practically complete, ready for submission to the respective music corps and school principals.—*Edwin N. C. Barnes*, director, Divisions I-IX.

The aims of music instruction in our schools proceed from the point of view that music is at once an art subject and a universal language of the emotions. Our big, primary aim, therefore, is to furnish a wholesome atmosphere and a musical background, to inculcate that appreciation which will result in fine discrimination, and a refined emotional response to the best music.—*Alfred H. Johnson*, director, Divisions X-XIII.

PHYSICAL TRAINING

The special aim of the year's work has been to educate the daily classroom teacher concerning the aims and purposes of physical education, presenting the broad view of its social and ethical value as well as the physical.—*Rebecca Stoneroad*, director, Divisions I-IX.

From the following varied activities sponsored by the physical education department: Milk service, weighing and measuring, diphtheria immunization, field days, preschool examinations, athletic badge tests, nutrition clinics, and health graduation, I have selected the subsequent ones with the hope that you will have an idea of the breadth of our work and of some of the needs that are evident.—*Anita J. Turner*, director, Divisions X-XII.

PRIMARY INSTRUCTION

The outstanding results of the year's program show a broader teacher knowledge, an improvement in the technique of teaching, a wider viewpoint, the

development of a greater teaching responsibility and cooperation, a more effective purposing and planning, a keener realization that the child is the center of the educative process together with a greater desire for self-improvement.—*Willa C. Mayer*, director, Divisions X-XIII.

ELEMENTARY SCIENCE AND NATURE STUDY

The most important work of the year has been the planning of our work in accordance with the new course of study. In order that the course of study might be put into effect it was necessary to have certain science materials. We are indebted to the superintendent and his assistants for the procuring of these supplies. The children participated with enthusiasm in these lessons, for they reported making 660 telegraph sets, 677 tin-can telephones, 836 electromagnets, 97 radios, 592 wind-pressure toys, 157 water-pressure toys, and the repairing of 250 door bells.—*Esther W. Scott*, teacher in charge, Division I-IX.

SCHOOL GARDENS

It is indeed gratifying to report that 730 home gardens are now being operated by pupils who received instruction in the school gardens last spring. The garden teachers are following a definite program of visits to these home gardens during the summer.—*Percy J. Rayford*, director, Divisions X-XIII.

COMMUNITY CENTERS

The work of the community center department touches many phases of the city's life. The past year has shown a growth in activities and in the community service rendered by the department. This development has been possible because of the devoted service of the community secretaries and the cooperation given by citizens and civic organizations.—*Sibyl Baker*, director.

SCHOOL ATTENDANCE

From September 21, 1926, through June 22, 1927, there were reported to this office for special investigation a total of 28,609 cases of absence, as compared with 20,078 the year preceding. Attention is called to the fact that these 28,609 cases do not refer to those which were reported under the legal provisions requiring the reporting of absences under specified conditions. The 28,609 cases constituted special requests from the public, parochial, and private schools, social agencies, and citizens for service from the attendance officers in the investigation and adjustment of attendance difficulties. There was an increase of 42.4 per cent in the volume of work reported for special investigation as compared with an increase of 1.95 per cent in the public school enrollment in 1926-27 over that of 1925-26.—*Fay L. Bentley*, director.

VISUAL INSTRUCTION

The program of motion-picture lessons has been carried on along the same lines as in preceding years. We have benefited again from the public-spirited generosity of Mr. Harry Crandall in giving the use of his theaters for our lessons. Two additional theaters were offered this year, the Colony and the Chevy Chase. As the E. V. Brown School preferred to continue use of its auditorium, the latter theater has not been used by the schools.

Two hundred and forty-six film lessons have been divided between the three members of the corps.—*J. Elizabeth Dyer*, teacher in charge, Divisions I-IX.

Six theaters were in use for the motion-picture lessons, namely, Rosalia, Broadway, Dunbar, Lincoln, Blue Mouse, and Favorite. One hundred and thirty-two lessons were given, with a total attendance of 34,652. Other lessons were given in classrooms. Slides, pictures, models, and motion pictures were included in the material used and distributed to schools for teachers' use. There was a turn over of 8,595 slides. Elementary, junior high, high, and normal schools were served.—*Rebecca J. Gray*, teacher in charge, Divisions X-XIII.

HEADS OF DEPARTMENTS IN HIGH SCHOOLS

BUSINESS PRACTICE

The greatest need of improvement in the commercial work of the high schools is in the practice of granting a certificate at the conclusion of two years' work.

The practice was started about 40 years ago when the full academic course in the high schools was three years. The three-year graduation course has very properly been increased by one year, but the two-year certificate course remains. The best term for a commercial high-school course is four years, which exists in all of our schools. The next best procedure is to require three satisfactory years of intensive specialized training in commercial subjects for a certificate.—*Arcturus L. Howard*, Divisions I-IX.

BIOLOGY, CHEMISTRY, AND PHYSICS

The courses in biology and in chemistry in the several high schools have followed practically the same lines as heretofore and, with the same teaching staff, have been, in the main, satisfactorily taught. The classes in both subjects have continued to grow and in each of the academic high schools there has been an increase in the number of pupils electing a second year of the subject. The latter is all the more interesting when one realizes that the college entrance board allows no credit for a second year in a science.—*William P. Hays*, biology and chemistry, Divisions I-IX.

The number in the various classes remains about the same. The Eastern High School is the only school in which physics is offered for two years. The students are well pleased with the opportunity.—*William A. Hedrick*, physics, Divisions I-IX.

Regularly monthly meetings of all the science teachers in senior and junior high schools, Divisions X-XIII, were held on the third Monday of each month at 3.15 p. m. Discussions at the meetings were given a definite aim, covered a wide range of topics, and had for their purpose broadening the viewpoint of all the teachers in their work.—*Nelson E. Weatherless*, Divisions I-XIII.

ENGLISH

I feel that the work in the English department in the junior and senior high schools is in better shape than ever before. Owing to the very detailed and intimate supervision which it has been possible for me to give the 135 teachers in my department, much progress has been made and the teachers have rendered notably efficient service. Special mention should be made of the improvement made in oral English in all regular classes of both junior and senior high schools and of the very remarkable results that have been achieved in our special oral English classes in the senior high schools. Out-of-town visitors to these classes have expressed great enthusiasm for the work observed.—*Sarah E. Simons*, Divisions I-IX.

In order to improve the language skills of the students, the head of the department has submitted to Assistant Superintendent Wilkinson the following plan for 1927-28: I. An analysis of the results of the tests. II. A program of general remedial features. III. A standardized diagnostic test administered at the beginning of the second semester, provided arrangements are made for returning results and papers to the teachers of English in time to allow the execution of a remedial program. IV. A program of specific remedial features adapted to the individual needs of the students. V. A final test late in May, 1928.—*Otelia Cromwell*, Divisions X-XIII.

HISTORY

Each teacher in the department is visited at least once each semester. Some teachers are visited more often. Conferences with teachers are held whenever I think they will be valuable, immediately after the visit. On some occasions I have taken classes for the purpose of demonstrating to teachers how a particular topic should be taught.—*George J. Jones*, Divisions I-IX.

Classroom visiting, conferences following visits, and meetings have been parts of the program of supervision. A departure this year was the inauguration of a series of demonstration lessons given by the head of the department. Ten such lessons were given.—*Otelia Cromwell*, Divisions X-XIII.

LATIN AND MODERN LANGUAGES

Much thought has been given, too, to the course of study, in view of the suggestions of the classical investigation committee. The general trend of the suggestions has our cordial approval—the trend, that is, away from the excessive

study of formal grammar toward a very large increase in reading—but in regard to some of the details we are suspending judgment. Two conspicuous features of the reform movement are the revival of the inductive method for first-year teaching, and the postponement of Caesar to the fourth semester.—*Mabel C. Hawes*, Divisions I-IX.

Although the number of schools is increasing, it is still possible for the head of the department of modern languages to visit classes of the excellent teachers three times a semester and classes of new or weak teachers six times.

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As 90 per cent of our children taking modern languages only take a two-year course, we are intensifying our course so that they will learn to understand spoken French, to read and write French and, as much as it is possible, to speak French.—*Rene Samson*, Divisions I-IX.

Having taught Latin for 14 years, this office aimed first to master the courses of study particularly in the modern languages for senior high schools and the foreign languages taught in the junior high schools. To achieve this, first, we have studied our own courses of study, then those of New York, Boston, Chicago, Cleveland, Detroit, Philadelphia, and Los Angeles. Because of this study we are working out in detail through committees of teachers aims, methods, maxima and minima for such language. This will mean a complete course of eight semesters for Latin, French, German, and Spanish. Two years will probably be required to finish these courses of study, which are being worked out by the teachers of these languages meeting in small groups with the head of the department.—*Clyde C. McDuffie*, Divisions X-XII.

MATHEMATICS

In the junior high schools we have been trying out and testing the course of study recommended and authorized in September, 1926. This course of study has had the approval of the principals, and at a final meeting on June 7 of the junior high-school teachers of mathematics there was strong and unanimous approval of the course, and at the same time such observations and constructive criticisms as will enable us more effectively and efficiently to teach from the course another year.—*William J. Wallis*, Divisions I-IX.

The head of the department of mathematics, Divisions X-XIII, believes in the maintenance of scholastic standards and teaching efficiency in the work of the department, and considers the opportunity of visiting classes one of the best means of discovering the character of instruction, and actual achievements of teacher and pupil. To this end, 144 visits were made by the head of the department, to classrooms; 3 to 6 visits, usually a class period in length, to each teacher.—*Ethel C. Harris*, Divisions X-XIII.

PHYSICAL TRAINING

The manner in which the course of study was handled was most commendable, and I was especially pleased with the effort and enthusiasm my teachers in the junior high schools displayed in putting over their work. The annual drill and track meet in the junior schools at the close of the year gave evidence of much effort by those in charge of this work.—*G. Harris White*, Divisions I-IX.

Principals of buildings are beginning to appreciate the objectives of physical education. Many of the educational courses pursued lay stress upon these objectives in the general scheme of worthy citizen making. This is resulting in willingness to cooperate with the teachers of physical training in putting across their programs. There is less of the feeling that minor subject means of minor importance on the part of pupils and teachers of academic subjects. Field days and health weeks have increased respect for physical education.—*Edwin B. Henderson*, Divisions X-XIII.

APPLIED SCIENCE

The auto-mechanics course was seriously handicapped for a greater portion of the year due to the prohibition of gasoline in the shop. All cars had to be drained of gas, pushed into the shop, repaired, pushed out, filled with gasoline, and then started and adjusted. With the ceiling made fireproof and gas allowed in the shop we were able to reorganize the work, and considerable improvement was noted.

We have inaugurated in the school a standardized system of keeping attendance records and expect to start a uniform system of rating and recording the work done in the shops in the form of a progress chart.—*Roscoe I. Vaughn*, Divisions X-XIII.

PRINCIPALS OF JUNIOR HIGH SCHOOLS

DIVISIONS I-IX

Columbia Junior High.—During the year 1926-27 we have made a special effort at Columbia Junior High School to provide for the individual differences of the children in their ability to grasp the subject matter of certain courses, particularly those in English and mathematics. Standard tests were given the children to determine their present grade status in these subjects, and the work was modified to some extent to suit these varying problems.—*Alice Deal*, principal.

Hine Junior High.—For the second year we have operated quite successfully restoratory classes regularly once a week. A survey of the result of this work indicates as near as we can tabulate that as many as 100 pupils were prevented from failure in one or more subjects as a direct result of this restoratory work.—*Harold E. Warner*, principal.

Jefferson Junior High.—According to available information, the enrollment for next school year will be approximately 675 pupils. To provide for this apparent increase in the student body, and at the same time to release one academic and one shop teacher for service elsewhere in the city, I have arranged an increase in the size of classes for recitation purposes, so that each academic teacher will have considerably more than the 750 student-hour minimum, and each shop teacher will have the approximate 600-hour requirement without increasing the number of recitation periods.—*Ralph W. Strawbridge*, principal.

Langley Junior High.—During the past school year, the Langley Junior High School undertook to carry on certain educational activities outside of the regular curriculum. These activities embraced courses in ethical, educational, and vocational guidance and a course in silent reading for backward pupils.—*Henry W. Draper*, principal.

Macfarland Junior High.—The most important features in the physical growth of Macfarland Junior High School during the past school year have been the opening of the Brightwood Junior High School annex and the new classroom wing.

The opening of the new Brightwood elementary school in September released the old Brightwood building, and in response to repeated requests for junior high-school facilities in the territory north of that now served by Macfarland it was decided to organize classes in the old building along junior high-school lines, and annex the unit, for purposes of general administration, to this building.—*Howard P. Safford*, principal.

Powell Junior High.—We have attempted to reduce the number of failures in four ways. The subject teacher has tried through a coaching hour and through personal conference to prevent failure; the section teacher has tried to create a class morale that will not tolerate failures; the principal has interviewed all pupils failing, first, in section groups, and then as individuals, to discover the cause of failures. These conferences have been made the subject of conference in faculty meeting and with individual parents. I attach reports showing the percentage of failure by subject and by grade for each semester.—*Bertie Backus*, principal.

Stuart Junior High.—The Stuart Junior High School was founded February 1, 1927.

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"On Tuesday, May 24, 1927, the three units were finally moved into the new building. The pupils marched from the three graded schools in rank and file, and arrived at the new building at 10.30. Appropriate farewell exercises had been held in the three school buildings before leaving. Upon arrival at the Stuart Building the pupils lined up on E Street in front of the school, then gave the salute to the United States flag, sang the Star-Spangled Banner, and marched into the auditorium.—*Claus J. Schwartz*, principal.

DIVISIONS X-XIII

Francis Junior High.—The Francis Junior High School was organized February 1, 1927, classes being held in the Stevens and the Sumner-Magruder

graded-school buildings. On March 1, 1927, activities were transferred to the new building, the John R. Francis Junior High School, located at Twenty-fourth and N Streets NW.—*Robert N. Mattingly*, principal.

Randall Junior High.—The year 1926-27 stands out as a year of distinctive achievement and progress in the history of the Randall Junior High School. Marked improvement in its physical condition, its administrative efficiency, its educational accomplishments, and social service were happily experienced not only by the students and faculty but by the community as a whole.—*G. Smith Wormley*, principal.

Shaw Junior High.—This report presents three phases of the year's work at Shaw Junior High School, namely: I. Improvement of instruction. II. Research and guidance. III. Problem pupil adjustment.—*Mineola Kirkland*, principal.

PRINCIPALS OF SENIOR HIGH SCHOOLS

DIVISIONS I-IX

Business High School.—Each teacher of the school was asked to comment briefly upon some subject of present interest—especially with respect to innovations and improvements. I have edited these paragraphs, excluding duplications, and submit them as a report for the year ending June, 1927.

* * * * *

Last fall dancing in the gymnasium during the lunch hour was inaugurated under the auspices of the council.

The dancing was supervised by teachers. It furnished healthful recreation for the students and also provided an excellent medium for bringing them together socially under approved conditions.

Music was furnished by a student orchestra under the leadership of Henry Goldstein. The price of admission, 5 cents, was not exorbitant for the pupil, but added materially to the treasury of the council.

When the dancing was inaugurated, there were misgivings and doubts of its success on the part of many teachers, but through the zeal of Miss Clary and those assisting her, this has proved to be a very successful innovation and should be continued next year.—*Allan Davis*, principal.

Central High School.—It has been found possible to arrange the program of classes for next semester so as to dismiss all afternoon session pupils by the end of the eighth period (about 3.30 p. m.), instead of the ninth period, as was the case last year, or the tenth period two years ago. Also, all afternoon session pupils will be required to report at the beginning of the second school period instead of the first recitation period on their program, as has been the practice heretofore. This minimizing of staggered hours will help very decidedly in the general management of the student body.—*Alvin W. Miller*, principal.

Eastern High School.—Motion pictures have helped materially to solve the problem of what to do with the pupils during the latter half of the two lunch periods. The pupils find entertainment and instruction in the assembly hall, where, on at least three days a week, motion pictures are shown.—*Charles Hart*, principal.

McKinley Technical High School.—The topic uppermost in the minds of everyone in Technical High School is naturally the new building. This matter has taken almost the entire time of the principal and much of the teachers' time. When the building is completed we expect it to be one of the outstanding high schools of the United States, for school authorities and the municipal architect have spared no means within their power to make it so.—*Frank C. Daniel*, principal.

Western High School.—I recommend, therefore, that the following program be considered in making plans for the opening of the next school year:

First. All pupils admitted by the board of admissions shall present their admission cards and all credentials to the school assigned not later than Friday noon before the opening day.

Second. Applications for transfer shall be made to the principal not later than Wednesday noon before the opening day.

Third. Make-up examinations shall be given on the Friday before the opening day.—*Elmer S. Newton*, principal.

DIVISIONS X-XIII

Armstrong Technical High School.—This school year has been one of professional endeavor and prophetic achievement. As the second semester of the previous school year marked the beginning of the present administration of the Armstrong Technical High School, at a time when attention and effort were necessarily concentrated on a serious situation that savored of chaos, the school year just closing has given the present administration its initial opportunity to function professionally.—*G. David Houston*, principal.

Dunbar High School.—We are especially concerned at Dunbar with the economic loss due to retardation and maladjustment. Certain studies were made by various groups of teachers looking toward improvement in this direction. We should be happy if it were possible to have greater facilities for educational and vocational guidance.—*Walter L. Smith*, principal.

PRINCIPALS OF NORMAL SCHOOLS

DIVISIONS X-XIII

Miner Normal School.—The school year ended June 30, 1927, has been marked by an earnest endeavor on the part of the officers and teachers to cooperate fully with the new principal in his effort to maintain the efficient and high standard of classroom instruction established by his predecessor, Mr. Eugene A. Clark, now assistant superintendent. Also, there has been exhibited on the part of the students a fine spirit of helpfulness in all matters pertaining to the successful operation of the work of the school.—*James A. Turner*, principal.

SUPERVISING PRINCIPALS OF ELEMENTARY SCHOOLS

DIVISIONS I-IX

Progress of the six-three-three plan of organization.—The transfer of these 21 sections throughout the year leaves the total number of seventh and eighth grade pupils who retain the elementary-school status at 4,176 and brings the total enrollment of seventh and eighth grades in the junior high schools up to 3,578.—*Henry W. Draper*, first division.

New forms.—The early inspection of insanitary and wornout textbooks, the printed requisition forms, with quotas given, have greatly facilitated prompt and efficient closing of the year and preparation for the coming year. With books and supplies delivered several weeks before the opening of school, all will be in readiness for the pupils. The new forms for request for repairs, providing one to be retained by the principal, is most satisfactory.—*Janet McWilliam*, second, fourth, and eighth divisions.

New schools.—On the opening of schools in September, 1926, four new elementary-school buildings and one eight-room addition to another were occupied for the first time.—*Ephraim G. Kimball*, third division.

Visual education.—The supervising principals note with interest and commendation the progressive development of the courses in visual education in our schools. Each year more buildings are reached with this modern means of instruction. We are glad that this department received an apportionment of funds, but would like the amount assigned to be larger in order to take proper care of the films in charge of the department and for other incidental expenses.—*Selden M. Ely*, fifth division.

Report of textbook committee.—The duties of the committee on textbooks for the elementary schools have been less arduous this year than last year. The replacement of out-of-date geographies, histories, and spellers last year and the introduction of new reading material limited the work of the committee this year to adopting new books of series already in use, to recommending a new series of copy books, and to adding some desirable supplementary books to the lists.—*Adelaide Davis*, sixth division.

Curriculum revision.—The committee appointed to revise the courses of study in arithmetic, reading and literature, English, history, and geography for the elementary schools through the sixth grade devoted the brief time at its disposal before the close of school last year to consideration of the studies made by the National Education Association, the department of superintendence, and Columbia University, and to reading and discussion of the most recent publications on curriculum making. The revised courses of study of States and

large cities were collected and distributed to subcommittees for study and report.—*Adelaide Davis*, sixth division.

Additional supervision.—During the past year there has been given much needed help in supervision of grades 5 and 6. With this addition to the fine work of the other members of the staff of the assistant superintendent in charge of education in grades 1 to 6 there has been decided growth in the young teachers and marked changes toward a more progressive type of teaching in some of the more experienced ones.—*Elizabeth A. Hummer*, seventh division.

Ungraded schools.—Briefly it may be said that the regrading of pupils and the establishment of opportunity classes coupled with the activities of the attendance department have reduced considerably the number of discontented children.

Night schools.—May I ask that a conference of officers be held in September next to determine whether it is feasible to keep open 4 nights per week for 30 weeks and thus satisfy the college demand for 120 hours? The night high schools in operation were the Business, McKinley, Hine, and Jefferson.

Vacation schools.—About 70 per cent of those attempting summer work were successful in securing additional credits or in passing to a higher grade. A recent survey indicates that nearly all of these completed successfully the work of the subsequent semester. The results of this survey were extremely gratifying to those in charge of summer activities.—*Walter B. Patterson*, ninth division, special activities.

DIVISIONS X-XIII

The supervising principal is, on the one hand, the administrative officer of his or her division and, on the other hand, the educational leader of the group with which he or she is charged. Organization and management, together with a vast amount of routine matter, constitute the extramural duties, while the intramural concern is to improve the instruction and keep his principal and teachers in touch with the latest and best approved school practices by and through sympathetic, helpful cooperation.

The supervising principals, observing so much of the traditional mass teaching and inherited methods of instruction, centered upon "Individual instruction" as a worth-while topic of study and discussion for grades 5-8 from October to February, inclusive.

We shall continue our educational program of 1926-27, and, with the cooperation of the teaching and official force, trust that we may entirely eliminate timeworn practices in the classroom and bring about better understanding of educational procedure and policies on the part of the supervisory force.—*Emma F. G. Merritt*, Divisions X-XI; *John C. Bruce*, Division XIII.

The twelfth division embraces the special schools and activities of Divisions X-XIII, namely, atypical, ungraded, and open-window classes; health, night, and vacation schools; instruction of the deaf, dumb, blind, and speech defectives; visual instruction and playgrounds.

I wish to state at the beginning of this report that each teacher in the special department has pursued one or more courses in education, industrial arts, and occupational therapy during the school year. This highly professional attitude on the part of the teachers is encouraging and evinces their splendid spirit of cooperation, desire for self-improvement, and determination to motivate the special work according to the latest and most approved educational theories and practices.—*Leon L. Perry*, twelfth division, special activities.

CHIEF EXAMINERS OF BOARDS OF EXAMINERS

The regular meetings of the board of examiners occurred on Tuesday of each week throughout the year beginning at 3 p. m. In addition, there were meetings called to consider various matters of prime importance, including oral examinations. The total number of meetings held was 60, varying in length from two to seven hours, with short intermissions in the case of the longer meetings. The 60 meetings did not include the 12 days spent in actually holding the examination, on which days the board of examiners had to be present to conduct orals for out-of-town candidates and, together with Miss Monday, either to sit in the examination room or to attend to the details of the examinations.—*Harry English*, chief examiner, Divisions I-IX.

Summary of examinations

	Number taking	Number passed
1. Written.....	147	35
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ASSISTANT SUPERINTENDENTS OF SCHOOLS

DIVISIONS I-IX

The school year 1926-27 has been productive of results fully justifying the superintendent's policy of centralizing the administration of the schools and of localizing supervision in the field. The direct result of this program of reorganization has been not only the more satisfactorily handling of the major activities of administration at headquarters, but the strengthening of the hands of field officers, principals, and teachers, thus making for marked improvement in the conditions, the methods, and the materials involved in classroom instruction. During the year officers have sought to bring about these desirable results by more effective supervision of work in the classroom, by a more homogeneous classification of pupils, and by the introduction of better books and equipment to meet the needs of teachers in their classroom activities.

One of the most striking results growing out of the superintendent's reorganization plan is the development of a more independent, responsible, and efficient elementary-school principal.

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The principal is the recognized administrative and supervisory head of her school unit, and as such has within her hands largely the controlling factors that shape the present success and the future development of her school. The outcome of her administration depends largely upon her industry, her personality, her executive ability, her professional preparation, her inspirational leadership, her educational philosophy, and her vision. Fortunately for her the opportunities are as great as the responsibilities.

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In 1920 there were only 14 buildings of 16 rooms or more having free, non-teaching principals. This number has increased steadily until last year there were 51 large school units having administrative principals. In 1920 there were 101 elementary-school buildings of eight rooms or less, each in charge of a teaching principal. Last year there were only 51 such buildings. This rapid development has had a most salutary effect upon the local situation in many of our elementary schools.

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It may be safely said that never before has the work of the elementary schools been so effectively advanced by the coordination of the administrative activities at headquarters. It is a distinct pleasure to me to report so favorably on developments in the elementary schools during the past year.—Robert L. Haycock, in charge of elementary schools, Divisions I-IX.

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When two years ago the positions of director of primary and director of intermediate instruction were merged into one, emphasis was placed on the unification of instruction of the whole elementary school field. During the past year the wisdom of this change of administrative policy has been shown in the attack that has been made by the entire unit on some of its problems. The new knowledge that has come into the field of child psychology and the change in conditions of living to-day demand new objectives and new technics in teaching; in this the elementary school has its clearly defined problems.

One of the most outstanding problems for us has been the use of the data furnished by the research department and the resulting classification of classes into X, Y, Z groupings. In recognizing that children can be taught more efficiently, less wastefully, where groups are more nearly homogeneous, the school faces the task of providing different standards and different objectives for each group.

Teaching accelerated groups is not a reward but a responsibility; teaching Z groups is not a hardship but an opportunity. While the accelerated children should get the essentials of the elementary school in less time, care must be taken to see that they come out with real power in thinking, in leadership, in ability to use the tools of learning. The tendency to rush these children through without having them really educated must be guarded and watched.

With the Z group effort must be made to see that these children learn to do well in their limited field the things that they can do. This means not only efficiency in the tool subjects but ability to think straight in the social subjects, in literature, and in natural science in so far as their ability will permit.

The most gratifying outcome of the year 1926-27 has been the stimulus that has been felt on all sides in working on these problems. This stimulus has been evidenced through:

1. Interest in demonstration lessons given at the Thomson School or elsewhere.
2. The number of teachers taking educational courses at George Washington University.
3. Study groups working on special problems.
4. The number of teachers taking work this summer at the different universities.
5. Intelligent participation in the making of the new courses of study now under way.—*Rose Lees Hardy*, in charge of kindergartens and elementary schools, Divisions I-IX.

In order that progress might be made in classification into homogeneous X, Y, Z groupings, we have concentrated our efforts on getting such data as are necessary into the hands of those supervising principals, junior high-school principals, and high-school principals as have made request for these data.

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The total number of tests given was 110,822.

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We have continued our practice of testing all 6B pupils going to junior high schools so that the research ratings can be sent to these schools. Any pupils not so tested who enter junior high schools from outside the city have been tested at the junior high schools by some one there assigned to the task.

* * * * *

The clinical phase of our work has been one in which we have taken considerable pride; we think it one of the most distinctive phases of service which we have been able to render, this clinical study of crucial problem cases in our schools.

* * * * *

One thousand four hundred and eighty-seven maladjusted children with whom we have worked showed 36½ per cent due to mental inferiority.

* * * * *

We found that a great many pupils reported to us were neurotic cases, many of these so neurotic as to need psychiatric treatment (87 of them). We were able to secure help for 21 pupils through the ever splendid cooperation of Dr. Loren Johnson, Dr. Thomas Moore, Dr. Winifred Richmond, and Dr. John Lind. The difficulty with these cases, of course, is an emotional and volitional one and a matter of mental maladjustment, not a matter of mental inferiority.

* * * * *

In our efforts toward building up the health of children I should like to call attention to the need here shown for a psychiatrist to work for the mental health and well being of many others, as well as for these children whose cases are at present quite acute.

There is a growing feeling among psychiatrists that successful mental adjustments can be made and in many cases insanity be prevented if work is begun with this neurotic constitution early enough.

I can think of nothing that would make our clinical work more effective than to have a psychiatrist attached to this staff. This would seem to be one of the most urgent school needs.—*Jessie La Salle*, in charge of educational research, Divisions I-IX.

DIVISIONS X-XIII

The problem of major consideration in the elementary schools has been the improvement of instruction through a program of activities tending to modernize our methods of teaching and our practices in the supervision of teachers.

* * * * *

If the school is to train for citizenship, it must offer opportunities for practice in those virtues which are fundamental to good citizenship. Opportunity must be given for the development of initiative, self-reliance, honesty, self-respect, and the other qualities which go to form a sturdy character. Education can not be imposed from without. It must develop within. All our instruction, then, should seek to create situations in which that knowledge is acquired, those habits formed, and those attitudes developed which are essential to social efficiency and service.

* * * * *

With the idea of creating an atmosphere where teacher and child may develop, the work of this office has begun. No starting results are claimed for this year's work, but an approach to the problem has been made along the following lines:

1. By securing more and a better type of supervision from administrative principals.
2. By linking up the work of the special departments with the program activities of the individual schools.
3. By encouraging a wider use of the project method and the activities program.
4. By stressing the value of industrial arts and the other expressional subjects as outgrowths of the project activities of the classroom.
5. By encouraging teachers to make more use of objective tests in their classroom procedure.
6. By bringing together in conference the directors and supervisors.
7. By linking up the work at the demonstration school with the general program of supervision.
8. By encouraging all principals and directors of special subjects to conduct educational meetings with the teachers under their supervision.
9. By conferences with teachers, officers, and patrons of the school on various educational topics.—*Eugene A. Clark*, in charge of elementary schools, Divisions X-XIII.

It is obvious that the demand for clinical work is growing and that opportunity for effectiveness is increasing. The department is called upon to do a great deal more work than it can possibly do with its present personnel. The contacts of the department with outside agencies has increased to the point that it enjoys reciprocity in matters of histories and test results and has during the year made exchanges of data with practically all of the outstanding social and clinical agencies of the city, such as the juvenile court, Board of Public Welfare, Associated Charities, Providence Hospital, and Juvenile Protective Association.

The greatest need at present is for a follow-up procedure within the schools. There is need for more effective representation of the department in the matter of interpreting the significance of the findings of the Department of Research to principals and teachers and also for the purpose of actively assisting in the very complicated problem of securing adjustments in problem cases.

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At the beginning of the year the time of six teachers was assigned to the coaching of handicapped children in Garnet-Patterson, Giddings, New Bell, Slater-Langston, Stevens, and Wilson Schools and to services as representatives of the

department of research in the testing work. The schools of Divisions X-XIII were divided into zones, each supplementary teacher being in charge of a zone. The coaching work by each supplementary teacher was confined to one building, but she represented the department of research in every school within her zone. The duty of these teachers consisted of administering tests, in organizing test results and presenting and interpreting them to principals and teachers. They served as trained advisors in the reorganizing of schools on the X, Y, Z plan.

During the year the first-year class in each of these schools (high and junior high) was divided into homogeneous groups. The assistant superintendent in charge of research has had no complaints from teachers or principals against any feature of the homogeneous grouping, but on the other hand, has received a number of commendations of the arrangement from principals and teachers.

It will be seen from this report that the work of the department of research has been both extended and intensified. In some measure, at least, the progress has been gratifying. Contacts with officers and teachers have almost without exception afforded a most hearty cooperation. One easily gets the point of view that there is a thorough awakening on the part of the school personnel to the help that the department may be to them. The assistant superintendent in charge of research wishes to acknowledge with profound appreciation the splendid cooperation he has received from all officers, but feels especially obligated to the first assistant superintendent in charge of Divisions X-XIII for his constant, sympathetic interest in and appreciation of the problems of the department. His counsel and guidance have been indispensable.—Howard H. Long, in charge of educational research, Divisions X-XIII.

FIRST ASSISTANT SUPERINTENDENTS OF SCHOOLS

The problem of the unusual child.—Scientific testing of pupils has now so far advanced in our organization that better grading of pupils has become possible. Early in the session of schools just ended a thorough survey of the classes for subnormal pupils was made with the view of determining what reorganization should be effected to properly accommodate these pupils. The outstanding problem seemed to be the relieving of congested enrollments resulting from the moving of problem cases from the regular grades to these classes.

Increased school accommodation will provide for a distribution of classes for unusual pupils more generally throughout the city. Location of "special classes" so that each class serves a limited area will do much to eliminate the reluctance on the part of parents to consent to the placing of their children in these classes when such placement is necessary.

Development of our vocational instruction.—Vocational education in the District of Columbia has always been a serious problem. The school authorities have recognized the need of such instruction for many years, but certain factors have operated to retard the progress of vocational work of vital application to the life of our community. One of the chief of these deterrent factors has been the limited industrial opportunity open to the boy or girl of this city in the past. The other outstanding deterrent factor has been the congestion existing in our school accommodations. Only within the past three years has it been possible to set aside in the first nine divisions housing space for any school activity other than that of the regular traditional work of the public schools.

Excellent opportunities are provided for such pupils in the "trade classes" established at the Abbot School. Here opportunities are offered in printing, plumbing, sheet-metal work, house painting, woodworking, and electrical wiring.

Opportunities similar to these provided at the Abbot School have been offered to girls at the Dennison School. The trade opportunities for girls in the District of Columbia were found to be very limited, hence the work of the school has been not only to offer definite practical training but to endeavor to develop in the community fields of occupation for well-trained girls. Instruction is now being given in the preparation of food, table service, dressmaking, and simple millinery, simple filing and office service, and personal hygiene. Collateral with

this vocational work the pupils are given thorough and practical instruction in the fundamentals of a common-school education.

Supervision and regulation of pupil organizations in the high schools.—The District of Columbia has made a worth-while contribution to one of the most troublesome of high-school problems. I refer to the effort to provide proper regulation of high-school organizations, including those of a secret and exclusive nature. In previous reports detailed accounts have been given of the method pursued in bringing about a proper and effective control of the activities of these organizations. I am of the opinion that under this regulation the high-school organization has ceased to exercise upon school life the bad effects which were heretofore attributed to such groups.

Military instruction in the high and junior high schools.—In the office of the first assistant superintendent is centered the direction of the military instruction in our high and junior high schools. This year has been a period of splendid efficiency. The uniformed organization in the senior high schools has numbered 1,441 members, this being 36 per cent of the entire enrollment of male students. The change in uniform from the high-collar coat to the new regulation roll-collar coat has been effected with practically no hardship to the students. Cadets having a coat of the high-collar type in usable condition were permitted to wear such uniforms. The variance in uniforms was not markedly noticeable, and the transition year was thus successfully passed through.

The junior high-school program in physical and military training has not been as successful as we had hoped it would be. For some reason real interest in the work as planned and agreed upon has been lacking in several of the schools. It is my purpose to give considerable study to the condition during the coming year.

Junior high-school and grade-school articulation.—The junior high school has demonstrated its value as an educational development. A real need in education has been successfully met by this organization. The District of Columbia has moved rapidly toward the adjustment of the entire school system upon the elementary-school, junior high-school, and senior high-school organization. During the school year just closed almost 50 per cent of seventh and eighth grade pupils were receiving instruction under junior high-school organization. Each year sees additional pupils of the seventh and eighth year brought under junior high-school organization. * * * With the completion of the junior high schools to be erected in the immediate future plans must be made to give all seventh and eighth year pupils the benefits of the junior high-school curriculum and methods of instruction even if such pupils are not actually housed in a junior high-school building.

This has been a year of real accomplishment and everyone engaged in the advancement of public education in the District of Columbia must feel grateful for the unanimity of interest, for the high ideals set before us and for the capable and sympathetic leadership which we have enjoyed in our work under your direction.—*Stephen E. Kramer*, Divisions I-IX.

For the sixth year, the Shaw Junior High School served as the agency for bringing to teachers courses of instruction by leading educators. During the first semester Columbia University offered an extension course in reading, and in the second semester a course in kindergarten-primary education.

One hundred and twenty teachers enrolled for the reading course; 53 teachers registered for the kindergarten-primary course.

The University of Pennsylvania conducted throughout the year an extension course at Shaw on the revision and reorganization of material of instruction for practical arts teachers. More than 60 teachers registered for this course.

More than 100 of our teachers pursued courses in the evening classes of Howard University during the session.

The elementary schools.—The improvement of instruction through a program of activities tending to modernize our methods of teaching and our practices in the supervision of teachers was for the year the outstanding feature of the work of officers in the elementary schools of Divisions X-XIII.

Coaching work.—A definite part of the plan for improving teaching is the reorganized system of coaching through supplementary teachers.

Senior high schools.—Likewise in the senior high schools of Divisions X-XIII attention was focused throughout the year upon the improvement of teaching.

A significant step in this direction was taken by senior high schools in attempting for the first time to group pupils according to ability for instruction purposes. This effort was confined to the freshman class.

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More than 100 of our teachers pursued courses in the evening classes of Howard University during the session.

The elementary schools.—The improvement of instruction through a program of activities tending to modernize our methods of teaching and our practices in the supervision of teachers was for the year the outstanding feature of the work of officers in the elementary schools of Divisions X-XIII.

Coaching work.—A definite part of the plan for improving teaching is the reorganized system of coaching through supplementary teachers.

Senior high schools.—Likewise in the senior high schools of Divisions X-XIII attention was focused throughout the year upon the improvement of teaching.

A significant step in this direction was taken by senior high schools in attempting for the first time to group pupils according to ability for instruction purposes. This effort was confined to the freshman class.

Junior high schools.—This office attaches great significance to the persistent efforts of the junior high schools this year to focus attention upon educational problems peculiar to them and upon the general problem of improving instruction.

Heads of departments.—In the senior and junior high schools much progress toward modernizing our procedure and improving instruction is to be found in the universal adoption and use of standardized tests by the heads of departments. The department of English and history had previously made use of these tests, but this year for the first time all departments began to explore the field of testing through new-type examinations.

Trade schools.—Three significant developments should be mentioned in connection with the trade schools.

Beginning with September, 1926, at the Phelps Trade School for Boys all academic instruction below grade 7A was eliminated. Completion of 6B work is the present basis for admission to this trade school.

* * * * *

For the first time the teachers of trade subjects engaged this year an opportunity to improve themselves by attendance upon an extension course offered at the Shaw Junior High School by the University of Pennsylvania on the revision and reorganization of the materials of instruction in practical arts.

* * * * *

In the third place, through the department of research mental and achievement tests were administered to all pupils of the Margaret Murray Washington Trade School for Girls.

* * * * *

In closing this report this office expresses to the superintendent of schools its keen sense of appreciation of his unfailing courtesy, and sympathy, and help in solving many perplexing problems during the school year, to the Board of Education for its generous support, and to the employees of Divisions X-XIII for their cooperation in raising the efficiency of our schools.—*Garnet C. Wilkinson*, Divisions X-XIII.

SECTION VII. STATUS OF LAND AND BUILDING ITEMS CARRIED IN THE FIVE-YEAR SCHOOL BUILDING PROGRAM

The following is a complete list of the land and building items carried in the five-year school building program act, arranged by divisions, together with the appropriations which have been made for the respective items through June 30, 1928:

First division, buildings and grounds in five-year building program

School or location *	Item of expenditure	Number of rooms	Appropriation by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Calvert Street (J. F. Oyster)	Building ..	8	\$175,000				
Grant Road	Land				(1)		
Do	Building ..	8					
Potomac Heights	Land			(1)			
Do	Building ..	4			\$85,000		
Janney School	do	8					
Eaton	Gymnasium-as- sembly hall.						
Addison School playground	Land						
Eaton School playground	do						
Jackson School playground	do						
Connecticut Avenue and Upton Street	do						
Foxhall Road and Calvert Street	do						
Wesley Heights	do						
E. V. Brown	do						
JUNIOR HIGH SCHOOLS							
Georgetown (Gordon)	Land		100,000				
Do	Building ..			\$200,000	275,000		
Reno	Land						
Do	Building ..						
Total			275,000				
Total amount estimated for 5-year program, \$2,094,000; distributed through 5 years.			418,800	418,800	418,800	\$418,800	\$418,800

¹ Appropriations have already been made as indicated as part of a lump-sum appropriation.

Second division, buildings and grounds in five-year building program

School or location	Number of rooms	Appropriations, by years				
		1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS						
Morgan School playground.....	-----		\$17,500	(1)	(1)	(1)
Total amount estimated for 5-year program, \$15,000; distributed through 5 years.....	-----	\$3,000	3,000	(\$3,000)	(\$3,000)	(\$3,000)

¹ Five-year program completed.

Third division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriation, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Fifth and Deceatur (Barnard)	Building	16	\$165,500		\$175,000		
Brightwood Park School	Land		20,000				
Brightwood Park (Truesdell)	Building	12	170,000				
Fifth and Sheridan (Whittier)	do.	8	167,500				
Thirteenth and Montague (Brightwood)	Land		60,000				
Do	Building	16	275,000				
Fourteenth and Ogden	Land			(1)			
Do	Building	8					
Raymond School	do.	8					
Woodburn (Keene)	do.	4					
West	Gymnasium - assembly hall.			\$75,000			
Petworth	do.			75,000			
Hubbard School playground	Land						
Johnson School playground	do.						
Petworth School playground	do.						
Sixteenth and Webster	do.			(1)			
Alaska Avenue and Holly Street	do.			(1)			
Do	Building	8					
Baneroft School	do.	8					
Takoma	Gymnasium - assembly hall.						
JUNIOR HIGH SCHOOLS							
Macfarland	Building		280,000				
Brightwood	Land			(1)			
Do	Building				5,000		
Total			1,138,000				
Total amount estimated for 5-year program, \$3,560,000; distributed through 5 years.			712,000	712,000	712,000	\$712,000	\$712,000

¹ Appropriations have already been made as indicated as part of a lump-sum appropriation.

Fourth division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Adams School	Land		\$160,000				
Do	Building	24			\$12,500		
Abbot School	Land						
Do	Building	16					
Total			160,000		12,500		
Total amount estimated for 5-year program, \$990,000; distributed through 5 years.			198,000	\$198,000	198,000	\$198,000	\$198,000

Fifth division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriation, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Park View 1	Building	8	\$154,000				
Burroughs	do	8		\$245,000			
South Dakota and Rhode Island Avenues (Woodridge)	Land		25,000				
Do	Building	8		160,000			
Langdon	Land				(2)		
Do	Building	16			\$275,000		
Brookland playground	Land						
Eckington playground	do						
Rhode Island Avenue and Twelfth Street	do						
Michigan Avenue	do						
JUNIOR HIGH SCHOOLS							
Langley	Building			100,000	375,000		
Brookland-Woodridge	Land			(2)			
Do	Building						
Total			25,000				
Total amount estimated for 5-year program, \$1,878,500; distributed through 5 years.			375,700	375,700	375,700	\$375,700	\$375,700

¹ The appropriation of \$154,000 for an addition to the Park View was reappropriated in 1927 as a part of the lump-sum appropriation for purchase of land. The amount of \$154,000, therefore, is not included in the total for 1926.

² Appropriations have already been made as indicated as part of a lump-sum appropriation.

Sixth division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriation, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Kenilworth.....	Building.....	4					
Benning playground.....	Land.....						
Ludlow playground.....	do.....						
Wheatley playground.....	do.....			(1)			
Carbery playground.....	do.....						
Peabody playground.....	do.....				(1)		
Wheatley.....	Gymnasium assembly hall.				\$1,500		
JUNIOR HIGH SCHOOLS							
Stuart Junior High.....	Building.....		\$475,000				
Vicinity of Kingsman.....	Land.....						
Do.....	Building.....						
Total.....			475,000				
Total amount estimated for 5-year program, \$1,085,000; distributed through 5 years.			217,000	\$217,000	217,000	\$217,000	\$217,000

¹ Appropriations have already been made as indicated as part of a lump-sum appropriation.

Seventh division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Buchanan	Building	4					
Lenox School	Land						
Do	Building	4					
Bryan School	do	4			\$125,000		
Cranch School	Land						
Ketcham-Van Buren playground	do						
JUNIOR HIGH SCHOOL							
Hine Junior	Building	8		\$100,000			
Total				100,000	125,000		
Total amount estimated for 5-year program, \$525,000; distributed through 5 years.			\$105,000	105,000	105,000	\$105,000	\$105,000

Eighth division, buildings and grounds in five-year building program

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Amidon School.....	Building ..	4		\$80,000			
Fairbrother School.....	Land.....						
Do.....	Building ..	12					
Toner playground.....	Land.....						
JUNIOR HIGH SCHOOLS							
Jefferson Junior.....	Land.....						
Do.....	Building ..						
Total.....				80,000			
Total amount estimated for 5-year program, \$1,077,250; distributed through 5 years.			\$215,450	215,450	\$215,450	\$215,450	\$215,450

Tenth division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930 ⁽²⁾
ELEMENTARY SCHOOLS							
Bruce.....	Land.....		\$25,000				
Do.....	Building.....	8	120,000				
Wilson.....	Land.....						
Do.....	Building.....	8			\$3,000		
Military Road.....	do.....	4					
Phillips.....	do.....	8					
Reno.....	do.....	4					
Garrison.....	Land.....						
Do.....	Building.....	8					
Wornley playground.....	Land.....				(2)		
Montgomery playground.....	do.....						
Stevens playground.....	do.....						
Sumner-Magruder playground.....	do.....						
JUNIOR HIGH SCHOOL							
Francis Junior.....	Building.....		225,000	\$267,500			
Total.....			370,000	267,500			
Total amount estimated for 5-year program, \$3,560,000; distributed through 5 years.							
			334,150	334,150	334,150	\$334,150	\$334,150

¹ Plans for an addition at the Morgan School to take the place of this item.² Appropriations have already been made as indicated as part of a lump-sum appropriation.*Eleventh division, buildings and grounds in five-year building program*

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Smothers.....	Land.....						
Do.....	Building..	4		\$85,000			
Deanwood.....	do.....	8					
Crummell.....	do.....	6					
Slater-Langston.....	Land.....						
Burrville.....	Building..	8					
Deanwood.....	Land.....						
JUNIOR HIGH SCHOOLS							
Garnet-Patterson.....	Land.....		\$55,000				
Do.....	Building..			200,000	\$275,000		
Total.....			55,000	285,000	275,000		
Total amount estimated for 5-year program, \$1,142,000; distributed through 5 years.			228,400	228,400	228,400	\$228,400	\$228,400

Twelfth division, buildings and grounds in five-year building program

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Banneker playground.....	Land.....						
Douglass-Simmons playground.....	do.....						
Douglass-Simmons gymnasium assembly hall.....	Building.....						
Jones playground.....	Land.....						
Harrison.....	do.....						
Do.....	Building.....						
Total amount estimated for 5-year program, \$292,500; distributed through 5 years.			\$58, 500	\$58, 500	\$58, 500	\$58, 500	\$58, 500

Thirteenth division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Giddings-Lincoln	Land						
Do	Building	16					
Randall	do	12					
Birney	Land						
Do	Building	8					
Lovejoy	Gymnasium-assembly hall						
Bell	Land		\$215,000				
Do	Building	16					
Lovejoy	Land						
Do	Building	8					
Payne playground	Land						
Syphax	Building	4					
JUNIOR HIGH SCHOOL							
Randall	Building	8	225, 000				
Total			440, 000				
Total amount estimated for 5-year program, \$1,635,000; distributed through 5 years.			327, 000	\$327, 000	\$327, 000	\$327, 000	\$327, 000

High schools, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
McKinley Technical	Building .....	.....	\$1,000,000	.....	\$1,000,000	.....	.....
Business High	do .....	.....	.....	\$5,000	.....	.....	.....
Armstrong Technical	Land .....	.....	.....	.....	.....	.....	.....
Dunbar High	do .....	.....	.....	(¹)	.....	.....	.....
Dunbar High	Grading athletic field .....	.....	.....	.....	.....	.....	.....
Western High	do .....	.....	.....	.....	.....	.....	.....
McKinley Technical	do .....	.....	.....	.....	.....	.....	.....
Total .....	.....	.....	1,000,000	.....	.....	.....	.....
Total amount estimated for 5-year program, \$4,020,000; distributed through 5 years.	.....	.....	804,000	804,000	804,000	\$804,000	\$804,000

¹ Appropriations have already been made as indicated as part of a lump-sum appropriation.

Vocational schools, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
O Street (M. M. Washington)	Land .....	.....	\$75,000	.....	.....	(¹)	(¹)
Do	Building	8	.....	.....	\$150,000	(¹)	(¹)
Total .....	.....	.....	75,000	.....	150,000	.....	.....
Total amount estimated for 5-year program, \$200,000; distributed through 5 years.	.....	.....	40,000	\$40,000	40,000	\$40,000	\$40,000

¹ 5-year program completed.

SECTION VIII. PROGRESS IN PROVIDING PUPIL ACCOMMODATIONS

The following pages indicate the progress which is being made in providing additional pupil accommodations under the provisions of the five-year school building program act, approved February 26, 1925. This record covers the period from the passage of the act through June 30, 1928.

ELEMENTARY SCHOOLS

The total net needs, as of July 1, 1925, for elementary-school pupils was for 535 classrooms.

This need was to be met by elementary-school buildings and junior high-school buildings.

Accordingly, the following tabulations include the capacity of each junior high school for pupils of elementary-school age; the additional capacity of each junior high school for pupils of high-school age will be included under high schools.

The following tabulations show that, of the total need of 535 classrooms for elementary-school pupils, appropriations have been made for 195 elementary classrooms, leaving 340 classrooms yet to be appropriated for.

FIRST DIVISION		Classrooms
Net classroom needs as of July 1, 1925, are-----		50
Elementary schools:		
Second deficiency, 1925—Oyster-----		8
Appropriations acts—1926-----		0
1927-----		0
1928, Potomac Heights-----		4
Total-----		12
Junior high schools:		
Appropriations acts—		
1927, Gordon-----		0
1928, Gordon-----		12
Total classrooms for school pupils-----		24
Accommodations remaining to be appropriated for-----		26

SECOND DIVISION		
Net classroom needs as of July 1, 1925, are-----		21
Elementary schools:		
Second deficiency, 1925, none.		
Appropriations acts: 1926, none; 1927, none; 1928, none.		
Junior high schools: None authorized.		
Total classrooms for school pupils-----		0
Accommodations remaining to be appropriated for-----		21

THIRD DIVISION		
Net classroom needs as of July 1, 1925, are-----		71
Elementary schools:		
Second deficiency, 1925—Brightwood-----		16
Appropriations acts—		
1926—		
Barnard-----		8
Truesdell-----		8
Whittier-----		8
1927-----		0
1928, Barnard-----		8
Total-----		48

Junior high schools:

Appropriations acts—

Classrooms

1926, Macfarland	6
1927	0
1928, Brightwood (plans only).	

Total..... 6

Total classrooms for school pupils..... 54

Accommodations remaining to be appropriated for..... 17

FOURTH DIVISION

Net classroom needs as of July 1, 1925, are..... 35

Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—1926, none; 1927, none; 1928, Adams (plans only).

Junior high schools: None authorized.

Total classrooms for school pupils..... 0

Accommodations remaining to be appropriated for..... 35

FIFTH DIVISION

Net classroom needs as of July 1, 1925, are..... 49

Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—

1926..... 0

1927.....

Burroughs..... 8

Woodridge..... 8

1928, Langdon..... 16

Total..... 32

Junior high schools:

Appropriations acts—

1927, Langley..... 9

1928, Langley.....

Total classrooms for school pupils..... 41

Accommodations remaining to be appropriated for..... 8

SIXTH DIVISION

Net classroom needs as of July 1, 1925, are..... 43

Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—1926, none; 1927, none; 1928, none.

Junior high schools:

Appropriations acts—

1926, Stuart..... 12

1927, none; 1928, none..... 12

Total classrooms for school pupils..... 24

Accommodations remaining to be appropriated for..... 31

SEVENTH DIVISION

Net classroom needs as of July 1, 1925, are..... 36

Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—

1926..... 0

1927..... 0

1928, Bryan..... 6

Junior high schools:

Appropriations acts—

Classrooms

1926.....	0
1927, Hine.....	7
1928.....	0

Total classrooms for school pupils..... 13

Accommodations remaining to be appropriated for..... 23

EIGHTH DIVISION

Net classroom needs as of July 1, 1925, are..... 48

Elementary schools:

Second deficiency, 1925—None.

Appropriations acts—

1926.....	0
1927, Amidon.....	4
1928.....	0

Junior high schools:

Appropriations acts—1926, none; 1927, none; 1928, none.

Total classrooms for school pupils..... 4

Accommodations remaining to be appropriated for..... 44

TENTH DIVISION

Net classroom needs as of July 1, 1925, are..... 43

Elementary schools:

Second deficiency, 1925—None.

Appropriations acts—

1926, Bruce.....	8
1927.....	0
1928, Morgan (plans only).	

Junior high schools:

Appropriations acts—

1926, Francis.....	12
1927, Francis.....	0
1928.....	

Total classrooms for school pupils..... 20

Accommodations remaining to be appropriated for..... 28

ELEVENTH DIVISION

Net classroom needs as of July 1, 1925, are..... 59

Elementary schools:

Second deficiency, 1925—None.

Appropriations acts:

1926.....	0
1927, Smothers.....	4
1928.....	0

Junior high schools:

Appropriations acts—

1926.....	0
1927, Garnet-Patterson.....	12
1928, Garnet-Patterson.....	

Total classrooms for school pupils..... 16

Accommodations remaining to be appropriated for..... 43

TWELFTH DIVISION

	Classrooms
Net classroom needs as of July 1, 1925, are-----	<u>4</u>
Elementary schools:	
Second deficiency, 1925—None.	
Appropriations acts—1926, none; 1927, none; 1928, none.	
Junior high schools: None authorized.	
Total classrooms for school pupils-----	<u>0</u>
Accommodations remaining to be appropriated for-----	<u>4</u>

THIRTEENTH DIVISION

Net classroom needs as of July 1, 1925, are-----	<u>71</u>
Elementary schools:	
Second deficiency, 1925—Bell-----	8
Appropriations acts—1926, none; 1927, none; 1928, none.	
Junior high schools:	
Second deficiency, 1925—Randall-----	3
Total classrooms for school pupils-----	<u>11</u>
Accommodations remaining to be appropriated for-----	<u>60</u>

VOCATIONAL SCHOOLS

Appropriations act—1928, M. M. Washington-----	8
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This completes the five-year school building program for vocational schools, since this is the only school carried in that legislation.

HIGH SCHOOLS

The total net need as of July 1, 1925, for high school accommodations was for additional accommodations for 5,271 pupils.

It was planned to meet this need by the construction of junior high schools and additional high-school accommodations.

The estimated capacity of each junior school for pupils of senior high school age is included in the following tabulations.

The following tabulations show that whereas there was a total need for accommodations for 5,271 pupils as of July 1, 1925, appropriations have been made through June 30, 1928, for junior and senior high school accommodations for 3,095 pupils, leaving a balance of 2,176 high-school pupils yet to be provided for.

JUNIOR HIGH SCHOOLS

	Pupils
Second deficiency, 1925: Randall-----	75
Appropriation acts:	
1926—	
Macfarland-----	100
Stuart-----	225
Francis (initial appropriation).	
1927—	
Francis-----	225
Hine-----	70
Gordon (initial appropriation).	
Garnet-Patterson (initial appropriation).	
Langley.	
1928—	
Gordon-----	225
Brightwood (plans only).	
Langley-----	150
Garnet-Patterson-----	225
Total-----	<u>1,295</u>

SENIOR HIGH SCHOOLS

Second deficiency, 1925: McKinley.

Appropriation acts:

1926, McKinley (initial appropriation).

1927, McKinley (continuing appropriation).

1928, McKinley----- Pupils 1,800

Total accommodations----- 3,095

Accommodations yet to be appropriated----- 2,176

